

## **Lee-On-The-Solent Junior School**

### **Behaviour Principles Written Statement.**

To be Reviewed Annually

**Review Date:** September 2022

**Chair of Governors Initials:** *LM*

#### **Statement of Behaviour Principles:**

The Department for Education (DfE) requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document Behaviour and Discipline in Schools Guidance for Governing Bodies has been used as a reference in producing this Statement of Behaviour Principles. Lee-On-The-Solent Junior school is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy and the discipline policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016)

The Behaviour Policy is publicised to staff and families on the school website.

#### **Principles**

##### **Right to feel safe at all times**

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave

responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

##### **High standards of behaviour**

The Governors strongly believe that:

- High standards of behaviour lie at the heart of a successful school.

- Good teaching and learning promote good behaviour and good behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

## **Inclusivity and Equality**

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equalities Policy will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard all pupils. We recognise some pupils may need additional support to meet behaviour expectations.

## **School Rules**

The Governors expect rules to be simple and kept to a minimum.

- The Governors believe in consistent systems differentiated by age,
- In taking responsibility for our actions in choice and consequence.
- We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

## **Rewards**

We believe positive behaviours should be praised to encourage good behaviour in the classroom and elsewhere in the school.

The Governors expect any rewards system should be consistently applied and where possible measurable. It must be regularly monitored for consistency, fair application and effectiveness.

## **Sanctions**

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parent/carers can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and are avoided.

It has been widely proven that Restorative approaches develop truth telling, responsibility, accountability, empathy, emotional literacy, conflict resolution skills

and a positive learning environment. If you are interested in learning more please visit [www.restorativejustice4schools.co.uk](http://www.restorativejustice4schools.co.uk)

## **Home/School Agreement**

The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning

## **The use of Reasonable Force**

The Governors expect the Head teacher to include guidance on the use of reasonable force, within [the](#) Physical Restraint Policy and the Behaviour Policy.

The Governors expect the Whole School Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006)

Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- a) committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The Governors expect that authorised staff are appropriately trained in the use of positive handling and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

There is a statutory duty to record and report all significant incidents including all use of force.

Where a risk has been identified, an individual pupil may have a Behaviour Management Plan if appropriate which could specify a particular physical intervention technique for the pupil concerned.

### **The power to discipline for behaviour outside the school gates**

The Governors expect staff to respond to non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any poor behaviour when the child is:

taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school,
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

### **Pastoral care for school staff**

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Headteacher to draw on and follow the advice in the Dealing with Allegations of Abuse against Teachers and Other Staff guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

The Governors take very seriously inappropriate use of social media by a parent to fuel campaigns and voice complaints against the school, publicly humiliate or criticise another parent, member of staff or child. Where this happens Governors expect the school to address this with parents involved. If further incidents are identified then the school should seek appropriate advice before taking action.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution

Linked policies to be found on the school website:

- Equalities Policy
- Behaviour Policy
- Physical Restrain Policy