



Aldermaston C.E. Primary School

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Statement of Behaviour Principles

We believe that good behaviour is essential to allow all our students to achieve their full potential

INTRODUCTION

Section 88 of the Education and Inspections Act 2006 requires governing bodies and management committees of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Governing Body 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'¹ has been used as a reference in producing this Statement of Behaviour Principles, which will be reviewed annually in the Summer term to take account of any legislative or other changes which may affect the content or relevance of this document.

The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

In deciding on these Behaviour Principles, the Governors consulted with parents, pupils, school staff and the Headteacher in order to ensure that the principles are both relevant and appropriate for the standard of behaviour expected (school rules); the use of rewards and sanctions; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though they must take account of these principles 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 (updated April 2013).

The Behaviour Policy is publicised to staff and families every September. It is also available on the school website.

PRINCIPLES

The Governors of Aldermaston CE Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables (a) all pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

¹ DfE Behaviour and Discipline in Schools – Guidance for Governing Bodies dated July 2013

All pupils and staff have the right to feel safe and the right to work and learn at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Aldermaston CE Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored by the Senior Leadership Team for their effective implementation.

The school's legal duties under the Equality Act, 2010 in respect of Safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.

SCHOOL RULES

The School Rules are clearly stated in the Behaviour Policy and the School Core Professional Purpose/Principles. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness by the Senior Leadership Team.

UNIFORM

The School uniform standards should be clearly set out on the school website and all parents and pupils made aware of the expectations for the correct wearing of uniform, and the penalty for those who choose not to comply. Schools that adopt a uniform policy help to promote a safe and disciplined learning environment. Uniforms are a way to level the socio-economic status of students and promote a school-wide culture. Discipline and deportment are the fundamentals of good behaviour and the first impressions of a school are often presented on how pupils look. It is therefore critical that, from initial arrival at school, the importance of uniform, as a symbol of the school, as a symbol of personal pride and as a collective representation of the pupils, is stressed and all staff set and apply the appropriate standards and sanctions.

REWARDS

The Governors expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

HOME SCHOOL AGREEMENT & PARENTAL CONTRACTS

Parents/carers should be encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour are outlined in the 'Home School Agreement' which pupils and parents/carers are asked to sign when a pupil joins the school. When there are further concerns over attendance and/or behaviour issues with individual pupils, then parents may also be invited by the governors to sign up to a Parental Contract², which will focus on supporting pupils and

² Section 19 of the Anti-social Behaviour Act 2003.

ensuring that all measures to improve behaviour and/or attendance are put in place where practical. In cases where extra support is needed, school may seek external support from the Local Authority e.g. Family Support Worker, ELSA, Pastoral Care Manager, CAMHS etc. Should improvements in behaviour not be realised after the necessary support has been provided then the appropriate sanctions or off-site education may be considered.

SANCTIONS

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. Parents should also be fully aware of the sanctions available within school. The full range of sanctions should be clearly described in the School Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. To ensure all stakeholders are involved where appropriate, behaviour will be assessed and reported as an effective scale of escalation, and the School Behaviour Policy will define a set of guideline levels and the respective actions taken against each. Following this process means there should be no surprises for pupils, parents and staff as and when appropriate sanctions may need to be imposed. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort, and they will only be considered: a) in response to a serious breach, or persistent breaches, of the school's behaviour policy or b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

'Unofficial' exclusions are illegal and are to be avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.

OFF-SITE EDUCATION

Prior to considering a permanent exclusion, the governing body may elect to send pupils to provision outside school premises that is aimed at improving their behaviour ('directing off-site')³. It should make sure that the pupil continues to receive a good education whilst addressing the needs that require intervention. The governing body may direct a pupil off-site without the parent's consent but should, where possible, engage parents in the process.

REPORTING TO GOVERNORS

The Governors expect the Headteacher to inform the Chair of Governors of all disciplinary matters that raise cause for concern, to include but not limited to: multiple repeat offenders, violent or abusive behaviour, detrimental impact on staff/other pupils, detrimental impact on teaching & learning, concerns over parental involvement/support. Any formal complaint made by a parent, be it verbally or in writing should also be brought to the attention of the Char of Governors. The Headteacher, in his termly report, should provide a behaviour summary to the Full Governing Body, with verbal elaboration as required.

DFE GUIDANCE

Following DfE recommendations, the Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

- **Screening and searching pupils:** The reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.

- **The power to use reasonable force or make other physical contact:** The Governors expect the School Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact in order to control inappropriate behaviour including

³ Section 29A of the Education Act 2002.

removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'reasonable force' should be included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on deescalation and behaviour management techniques. Mention should also be made of the need for pupil "Individual Behaviour Plans" which may specify particular physical intervention techniques for the pupil concerned.

- **The power to discipline outside the school gates:** The Governors expect the School Behaviour Policy to set out the school's response to non-criminal bad 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 bad behaviour when the child is:

- Taking part in any school-organised or school-related activity, or
- Wearing school uniform, or
- In some other way 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, or ☹️ Poses a threat to another pupil or member of the public, or ☹️ Could adversely affect the reputation of the school.

- **Pastoral care for school staff accused of misconduct:** The School Behaviour Policy must include details of how the school will respond to an allegation against a member of 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. In addition, the Whole School Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

- **When a multi-agency assessment should be considered:** The School Behaviour Policy must include details of how and who the school will engage with when external support is required for pupils who display continuous disruptive behaviour.

Dated:	COG:	Signed:
Next Review date: June 2018		