

STATEMENT OF BEHAVIOUR PRINCIPLES

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2011, and relevant [DfE guidance](#)
2. The purpose of the Statement is to provide guidance for the head teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the students 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.
3. This is a statement of principles, not practice: it is the responsibility of the head teacher to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The head teacher is also asked to take account of the DfE guidance.
4. The behaviour Policy must be publicised to staff, parents/carers and students at least once a year.

Principles

5. The management Committee of The Leicester Partnership School believe that high standards of behaviour enables (a) all its students 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.
6. All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between students. All visitors to the school should feel safe at all times and in all parts of the school.
7. The Leicester Partnership 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](#)). To this end the school must have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

- 8.** Parents/carers should be encouraged and helped to support their children's education, just as the students should be 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 students, parents/carers and school staff with respect to students' behaviour must be outlined in the 'Home School Agreement' which students and parents/carers must be asked to sign when a pupil joins the school.
- 9.** The ABC Code of Conduct should be included in the Behaviour Policy. 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 students. The Governors expect the code of conduct to be consistently applied by all staff and regularly monitored for their effectiveness.
- 10.** Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- 11.** Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that students, staff and parents 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 so must be avoided. The head teacher 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.
- 12.** Governors expect the head teacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance document when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.
- 13.** The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used will be detailed on the Leicester Partnership School Physical Intervention Policy