

Tregoze Primary School Statement of General Principles with Regard to Behaviour

Key Document details

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Tregoze Primary School's Statement of General Principles with Regard to Behaviour

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2016).

The purpose of this statement is to provide guidance for Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents.(not just in 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.

As a school we recognise that there can be links between safeguarding and child protection concerns incidents of disruptive and challenging behaviour. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. Our school behaviour policy reflects this and includes the ways in which we respond in these situations.

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 policy. The Headteacher has also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and staff.

The school behaviour policy will be publicised, in writing, to staff, parents / carers and students at least once a year.

Principles

- The Governors of Tregoze Primary School believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its student 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.
- All student and staff have the right to feel safe at all times in school. There should be mutual respect between staff and student and between each other. 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.
- 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 has a clear and comprehensive AntiBullying Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Measures to protect student from bullying and discrimination as a result of gender, race, ability, sexual orientation or background will be clearly set out and regularly monitored for their effective implementation.
- The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy and made known to all staff.

- Parents / carers will be encouraged and helped to support their student's education, just as the student 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 school's expectations are clearly stated in the Behaviour Policy. These set out expected standards of behaviour and are displayed in all classrooms and other, relevant parts of the school and shared with and explained to all students. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- There is 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 are made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- Sanctions for unacceptable / poor behaviour should be known and understood by all staff and students and consistently applied. The full range of sanctions are clearly described in the Behaviour Policy so that student, staff and parents can understand how and when they are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Headteacher will inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place. Sanctions should be monitored for their proper use and effective impact.
- The Behaviour Policy will set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff. Governors expect the Principal to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents 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.
- The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

Physical Intervention

Where physical intervention is required to keep a pupil safe the school will respond in line with the [DfE guidance 'Use of reasonable force'](#).

At time of review this document is under consultation. The draft updated version can be found [here](#).

When considering whether to intervene we will ask three questions:

- Is it necessary?
- Is it proportionate?
- Has the pupil's welfare been considered?

As a school we may intervene to:

- prevent or stop a pupil from causing injury to themselves or others;
- committing a criminal offence;
- damaging property
- doing something that prejudices discipline at the school

All incidents of physical intervention are recorded in the school's bound book, recorded on CPOMS and reported to parents/carers. Where a pupil has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced.

The bound book is kept locked in a cupboard in the Headteacher's office.

All incidents of physical intervention are recorded on CPOMS and reported to parents/carers.

Where a pupil has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced.

Following all incidents where physical intervention is required we routinely check the well-being of the pupil after the incident. This includes asking if they have been hurt.

If information suggests that a pupil has been hurt during an incident of physical intervention the Head teacher will be informed and contact will be made with the LADO.

Where pupils require regular handling and intervention a positive handling plan will be put in place. The pupil, together with the parents/carers will be involved in this process.

Specific staff within the school have attended Team Teach Training. Full lists of staff trained are available on display boards around the school and in the school office.

The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and student know that sanctions can be applied in these circumstances.

Review

This statement of Principles will be reviewed every 2 years or as necessary.