

Christ Church Charnock Richard C.E. Primary School

Inspired to learn, grow and flourish within our Christian family



Behaviour Principles

Reviewed 2020

Governors' Statement of General Principles with Regard to Behaviour

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012).

The purpose of this 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 children in school as well as taking full account of law and guidance on behaviour matters.

This is a statement of principles, not practice; it is the responsibility of the head teacher to draw up the school's behaviour policy, taking these principles into account when doing so. The head teacher is also asked to take account of the guidance in the DfE publication Behaviour and Discipline in Schools: a guide for head teachers and staff.

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

Principles

- The Governors of Christ Church Charnock Richard Primary School believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its children 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 children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children 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.
- Christ Church Charnock Richard Primary 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, monitored and where appropriate, incidents recorded. Measures to protect children 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.
- 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 should be encouraged and helped to support their children's education, just as the children 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 children, parents, carers and all school staff with respect to children's behaviour must 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 School Rules should be clearly stated 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 children. The governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- Governors would like to see a 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.
- Sanctions for unacceptable or poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that children, 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. '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. Sanctions should be monitored for their proper use and effective impact.
- The 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. Governors expect the head teacher 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 head teacher to include the following in some detail in the Behaviour Policy:
 - Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
 - The power to use reasonable force or make other physical contact; o The power to discipline beyond the school gate;
 - Pastoral care for school staff accused of misconduct; and
 - When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Review

This statement of Principles will be reviewed every 2 years or as necessary. The school Behaviour Management Policy will be reviewed and shared with Governors annually