



Cockwood Primary School



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

Written Statement of Behaviour Principles

*This statement of Principles was adopted by the Governing Body: 11th December 2014
This statement will be reviewed annually.*

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) and Behaviour and Discipline in Schools – Guidance for Governing Bodies (July 2013) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

INTRODUCTION

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head of School, with the Executive Headteacher monitoring that this is being done.

Staff should be confident that they have the Governors' support when following this guidance.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

The statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, staff and pupils.

PRINCIPLES

High standards of behaviour

The Governors at Cockwood Primary School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life. As such, the Governing Body believe that the Behaviour Policy should be underpinned by the ethos of the school, outlined in our Vision, to provide a safe, creative and nurturing environment where everyone is valued as an individual, capable of growth, change and development. We have high expectations that support the principles of justice, equality, mutual respect, fairness, consistency and social inclusion.

The Behaviour Policy setting out expected standards of behaviour to ensure the rights of others are respected must be displayed on the school website and communicated regularly to parents, either through direct email or via messages and updates in the monthly newsletters.

The right to feel safe at all times

All children, staff and visitors have the right to feel safe at all times at school and free from the effects of unacceptable behaviour. They should always have mutual respect for one another

Inclusivity and Equality

Cockwood Primary School is an inclusive school. All members of the school community should be able to work, play and study free from any form of discrimination, harassment or bullying (Equality Act, 2010). This is promoted in the day-to-day life of the school and is set out in the Equality Policy. The school Behaviour Policy must state that bullying (including cyber-bullying) and discriminating behaviour that goes against the Equality Policy will not be tolerated.

The Behaviour Policy will be a clear, concise document, which works in conjunction with the Anti-Bullying Policy, which can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Executive Headteacher. Although the school's legal duties for compliance with section 149 of the Equality Act 2010 with regards to the elimination of discrimination, and which are described in the Equality Policy, and with section 175 of the Education Act 2002 with regards to safeguarding and promoting the welfare of children will be reinforced in the Anti-Bullying Policy, reasonable adjustments to the application of the Behaviour and Anti-Bullying Policies may be made by the Executive Headteacher, Head of School and the staff in order to safeguard vulnerable pupils, and in particular, those with special educational needs.

Rewards and Sanctions

Governors would like to see a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school.

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The range of sanctions should be described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Behaviour Policy and Exclusions Policy must set out the process by which a pupil or parent can appeal against a sanction that they believe has been applied unreasonably. For consistency, the rewards and sanctions should also be explained to others who have responsibility for pupils, such as those supervising home to school transport.

The Behaviour Policy must set out the criteria the school will use to determine when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. The Governors expect the Head of School to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour.

The Head of School will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors.

Home-School-Agreement

Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities at school and in the local community. The responsibilities of children, parents/carers and school must be outlined in the Home-School-Agreement which parents/carers should be asked to sign/receive annually.

Power to screen and search pupils

The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited from school (Education Act 1996). These items are as follows:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Other items banned by the Head of School, as identified to Parents/Carers

The use of reasonable force or other physical contact

Violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises.

The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained.

The Governors expect that all staff will be appropriately trained to restrain pupils using reasonable force, when it is necessary.

The Governors would expect the Head of School to record serious incidents that have involved the use of force and where deemed appropriate in their professional judgment, to speak to the parents about the serious incident.

The power to discipline beyond the school gate

The Governors expect the Behaviour Policy to set out the school's response to any non-criminal unacceptable behaviour or bullying (including cyber-bullying) that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school.

In this respect, the Behaviour Policy must include the school's lawful response to any unacceptable behaviour when the child is:

- Taking part on any school-organised or school-related activity; or
- Travelling to and from school; or
- Wearing school uniform; or
- In some other way, identifiable as a pupil at the school.

Even if these conditions do not apply, the Behaviour Policy must consider misbehaviour at any time that:

- 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.

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

Pastoral care for school staff accused of misconduct

The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Governors expect the Executive Headteacher 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.

Executive Headteacher: _____

Chair of Governors: _____

Reviewed Autumn 2016
Reviewed Autumn 2017
Reviewed Autumn 2018
Reviewed Autumn 2019
Reviewed Spring 2020
Reviewed Summer 2021
Reviewed Summer 2022