

## **Statement of Principles**

The governing body must publish a statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils as described in the Education and Inspections Act (2006). Horsley school is committed to its vision of “nurturing children to grow and thrive”. Our core Christian values of thankfulness, justice, forgiveness, friendship, perseverance and trust underly the behaviour policy. The behaviour policy and statement of principles will be reviewed annually.

### **The right to feel safe at all times.**

All children, staff and other members of the school community have the right to feel safe at school. The school has an anti bullying policy which details how bullying is defined and how it is dealt with at the school. The school’s ‘safeguarding children and child protection’ policy underlies these principles.

### **High standards of behaviour.**

High standards of behaviour are essential to facilitate effective teaching and learning and to ensure a happy, vibrant, productive and safe learning environment through the whole school.

Governors expect pupils to display the high standards of behaviour demanded at school when they are representing the school off-site at school-related events and visits, when they are travelling to and from school and when they are wearing the school uniform off-site. The policy will outline the action to be taken by the school if staff witness non-criminal bad behaviour and bullying off the school premises.

### **Inclusivity and Equality**

The behaviour policy will recognise that children have varying needs and backgrounds and some pupils may need additional support to meet the behaviour expectations of the school. The school has legal obligations (Equality Act 2010) in meeting the needs of pupils identified as having special educational needs and those identified as ‘vulnerable’ and will seek the involvement of external agencies to assist in behaviour support as and when necessary. These duties are reinforced the school’s ‘equality information and objectives’ statement.

### **The Golden Rules**

These aim to encourage fairness, respect, consideration for others and self-discipline.

### **Rewards and sanctions.**

Rewarding the good behaviour of individuals or groups of pupils helps to encourage future patterns of positive behaviour and reinforces aspirations and expectations of the school. A range of reward strategies will be included in the policy.

A hierarchy of sanctions for unacceptable behaviour should also be included and be known and understood by all pupils, staff and parents/carers so that it is clear how and when these are applied. This includes the school’s position on exclusions which should normally be a sanction used as a last resort. The policy should follow the statutory guidance - ‘School Exclusion’

Governors would expect to see the frequency of rewards far outweighing that of sanctions.

### **The use of reasonable force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The policy should clearly outline the circumstances where staff may use reasonable force/physical contact and follow the guidance in 'Use of reasonable force in schools.'

### **Screening and searching pupils**

The policy should describe the power of school staff to screen or search a pupil where there is a reasonable belief that he/she possesses an item that is banned in accordance with the list identified in the policy. It should follow the guidance in 'Searching, screening and confiscation.'

### **Home School Agreement**

Governors expect all parents/carers to be fully informed and encouraged to support the Behaviour Policy and Anti-bullying Policy and for the Home-School Agreement to summarise the main points.

### **Pastoral care for school staff accused of misconduct**

Staff should not automatically be suspended pending an investigation if accused of misconduct. Governors expect the headteacher to draw on the advice contained in the 'Dealing with Allegations of Abuse against Teachers and Other School Staff' guidance document when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers.

### **Helpful References:-**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
6. <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>
7. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/289327/Dealing\\_with\\_allegations\\_of\\_abuse\\_against\\_teachers\\_and\\_other\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_abuse_against_teachers_and_other_staff.pdf)