

**The statement** was written in the summer term 2014 by the Curriculum and Policy Committee. It was approved by the Full Governing Body in the summer term 2014. It will be reviewed every 2 years (next review summer 2016).

The Behaviour policy was updated in May 2014 and will be reviewed annually by the Headteacher each autumn term.

### **Purpose of Use**

This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, updated April 2013).

The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils 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.

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. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (updated April 2013)

The Behaviour Policy is available on the school's website.

### **Principles**

1. The Governors of Ryefield Primary School strongly believe that high standards of behaviour lie at the heart of a successful school.
2. We believe that good behaviour is essential to allow all our students to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promote good behaviour. No student should be allowed to behave in a manner which adversely affects the learning opportunities of others.
3. We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. These rewards and sanctions must be applied consistently and fairly.
4. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. 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.
5. We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem.
6. Discrimination in any form should not be tolerated. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background is clearly set out and regularly monitored by the Headteacher for their effective implementation.
7. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and Ryefield Primary School Written Behaviour Principles July 2014 known to all staff. We recognise that students with unusual emotional or behavioural needs should receive support to achieve the expected standard of behaviour.
8. Parents/carers should be encouraged and helped to support their children's education, just as the pupils are 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 pupils, parents/carers and school staff with respect to pupil's behaviour are outlined in the Home School Agreement which pupils and parents/carers are asked to sign when a pupil joins the school.

9. The School Rules are 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 pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness by the SMT.

10. 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 are avoided. The Headteacher must inform the police, as appropriate, if there is evidence of a criminal act or if she 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.

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

12. The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

a. Screening and searching pupils: the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.

b. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of reasonable force should be included, which should also explain how and when pupils may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.

c. The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

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