



# Statement of General Principles with Regard to Behaviour

***Status and review cycle: Legally Required      Bi-Annual review required***

***Reviewed: LBG***

***Ratified by governors on: Sept 2015***

***Next review date:      Sept 2017***



## **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, 2012).

The purpose of this statement is to provide guidance for the Principal in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the student 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.

This is a statement of principles, not practice; it is the responsibility of the Principal to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The Principal is 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 The Croft 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 choices 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 Anti-Bullying 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 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 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 schools 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 school environment. 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 student and consistently applied. The full range of sanctions is clearly described in the Behaviour Policy so that student, staff and parents can understand how and when they are applied. The Governors at Croft strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Principal 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 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 Principal to include the following in some detail in the Behaviour Policy:
  - 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 hurting themselves, others or damaging property) should be stated. A definition of reasonable force should be included, which would also explain how and when student may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.

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.