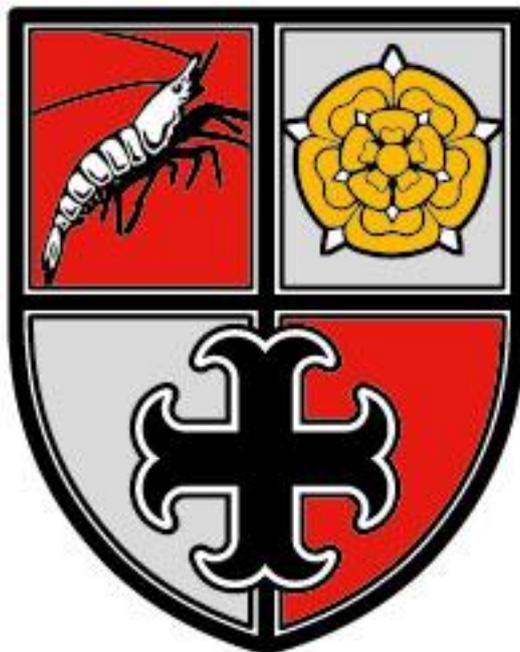


MARSHSIDE PRIMARY SCHOOL



STATEMENT OF BEHAVIOUR PRINCIPLES Statutory

Autumn 2019

Date reviewed by sub- committee:	_____ PDB&W 16/10./2019 _____
Date Approved by Full Governing Body	_____ 19/11/2019 _____
Chair:	_____ Andrew Brown _____
Headteacher:	_____ Katharine Hall _____
Review Date:	_____ Autumn 2020 _____

Version No 2 - 18/09/18

EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Introduction

Under Section 88 of the Education and Inspections Act 2006 the Governing Body of Marshside Primary School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written Statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (January 2016 edition).

This Statement of Behaviour Principles has been prepared by the Governing Body following consultation with the Headteacher, school staff, parents and pupils in order to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected. It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Principles

Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Positive Behaviour Policy.

High standards of behaviour: The Governors strongly believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. Such expected behaviour will enable: all pupils to make the best possible progress in all aspects of their school life, and all staff to teach and promote good learning without interruption. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

Inclusivity and equality: Marshside Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in the Equality Policy. The school Positive Behaviour Policy must state that bullying and discriminatory behaviour that goes against the Equality Policy will not be tolerated. The Positive Behaviour Policy will include a clear, concise anti-bullying statement that 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 Headteacher.

The school's legal duties in order to comply with the Equality Act 2010 and with section 175 of the Education Act 2002 with regards to safeguarding and promoting the welfare of pupils will be further reinforced through the school's Positive Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with a special educational need where reasonable adjustments in the Behaviour Policy's application may need to be made.

School rules: The Positive Behaviour Policy must include details of the school rules. These should set out the expected standards of behaviour, displayed in all classrooms, shared with and explained to all pupils. The Governors expect that all school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards and sanctions: The Governors expect the Positive Behaviour Policy to set out 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. The Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. For consistency, the rewards and sanctions should also be explained to others who have responsibility for pupils. The Positive 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 Positive Behaviour Policy must set out the process by which a child or parent can appeal against a sanction that they believe has been applied unreasonably. The Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour. The

Headteacher will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors.

Home/School agreement: The Home/School Agreement should mirror the statements made in the Positive Behaviour Policy so that parents/carers are 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 wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a child joins the school.

Power to screen and search pupils: The Governors expect the Positive Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

The following items are prohibited or banned from school: fire lighting equipment (matches, lighters, etc.); knives, including pen knives and craft knives, and any other weapons; alcohol and solvents; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; offensive material (pornographic, racist images etc.); any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any other item that is considered harmful or detrimental to school discipline.

The use of reasonable force or other physical contact: The Governors expect the Positive Behaviour Policy and Positive Handling 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. These policies 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 given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In those cases where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil handling plans to be drawn up.

The power to discipline beyond the school gate: The Governors expect the Positive Behaviour Policy to set out the school's response to any non-criminal bad behaviour or 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 policy must include the school's lawful response to any bad behaviour when the pupil is:

- Taking part in 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 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.

Pastoral care for school staff accused of misconduct: The Governors expect the Positive 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 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.

- [Behaviour and discipline in schools: a guide for headteachers and school staff. DfE 2016](#)
- [Behaviour and discipline in schools – Guidance for Governing Bodies DfE 2012](#)
- [Getting the simple things right: Charlie Taylor's behaviour checklists.](#)
- [Keeping children safe in Education 2019](#)
- [Exclusion from maintained schools, Academies and PRUs in England, DfE 2017](#)