



**Headteacher: Miss Helen Drummond**

## **BEHAVIOUR STATEMENT**

**Date Agreed by Governors: 10 November 2021**

**Date of Review: 30 November 2024**

### **Rationale and Purpose of Statement**

The purpose of this statement is to provide guidance for the Headteacher when drawing up the schools' *'Behaviour Policy'* so that it reflects the shared aspirations and beliefs of governors, staff and parents (includes carers) for the pupils at the schools, as well as taking full account of law and guidance on behaviour matters.

Also, its intention is to make all school staff aware of the extent of their powers in respect of discipline and sanctions and how to use them. They can be confident that they have the governors' support when following this guidance.

It has been drawn up in accordance with the Education and Inspections Act, 2006 and the DfE guidance document *'Behaviour and Discipline in Schools, 2012'*.

It is a statement of principles, not practice and it is the responsibility of the Headteacher to draw up the school's behaviour policy, taking account of these principles. The Headteacher is also to take account of the guidance given by the DfE guidance document.

The *'Behaviour Policy'* is to be publicised in writing to staff, parents and pupils at least once a year.

### **Principles**

The governors believe in the following principles:

- High standards of behaviour should lie at the heart of a successful school, allowing all its pupils to make the best possible progress in all aspects of their school life and work, and allowing teachers to teach and promote good learning without undue interruption.
- 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.

- The school should be inclusive and all members of the school community be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end they are to have 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 are to be clearly set out and regularly monitored for their effective implementation.
- The schools' legal duties under the Equality Act, 2010 in respect of safeguarding, Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
- Parents should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities, in the local community and in preparation for their life after school. The responsibilities of pupils, parents and school staff with respect to pupils' behaviour are to be outlined in the '*Home-School Agreement*', which pupils and parents are asked to sign when pupils join the schools.
- The expected standards of behaviour and school rules should be consistently applied by all staff and regularly monitored for their effectiveness. These are to be set out in the '*Behaviour Policy*' and explained to all pupils.
- Praise and rewards should be applied consistently and fairly, in such a way as to encourage and reward good behaviour in the classroom and elsewhere.
- Sanctions for unacceptable or poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions is clearly described in the '*Behaviour Policy*' so that pupils, staff and parents can understand how and when these are applied. Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.