



# Behaviour Principles

<b>Person Responsible:</b>	Mrs H Mukherjee	<b>Frequency of Review:</b>	1 Year
<b>Authorisation By:</b>	Headteacher	<b>Notice Date:</b>	10/08/2019
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## 1 Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE Guidance 'Behaviour and Discipline in Schools' February 2014, which requires governing bodies to provide a written statement of general principles relating to behaviour and discipline, taking into account the needs of all students.

The purpose of this statement is to provide guidance for the Headteacher on developing the school's behaviour policy, so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school, as well as taking full account of statutory guidance on behaviour and discipline related 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 should be read in conjunction with the Upper Wharfedale School PA2L Policy which is reviewed annually by the Governing Body and which is published on the school website.

## 2 Principles

The Governors of Upper Wharfedale School fully support the view outlined in the Department for Education document, *Behaviour and Discipline in School, February 2014*, which states "A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the headteacher".

We, as Governors, believe that the highest standards of behaviour are essential if staff are to teach and promote learning, and students are to learn, free from undue interruption and the effects of negative or poor behaviours.

The primary aim of the Upper Wharfedale School PA2L Policy should be to promote positive behaviour and mutual respect between staff and students and each other. Staff should have the highest expectations from students with regards to behaviour; they should act as good role models, reward positive behaviour and act upon negative or disruptive behaviours.

It is essential that the PA2L Policy is clear, and that staff, students, parents and carers understand fully Upper Wharfedale School's high expectations with regards to behaviour;

The policy should be fairly and consistently applied by all staff, and monitored for its effectiveness.

As Governors, we believe that Upper Wharfedale School is an inclusive school where every child matters and where all members of the school community have the right to feel safe and free from discrimination of any sort, as outlined in the Equality Act 2010. To this end the school must also have 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 children 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 PA2L Policy should clearly acknowledge its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

Parents/carers should be 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 local community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to children's behaviour must be outlined in the Home School Agreement which children, parent / carers and teachers must be asked to sign when a student joins the school.

### **3 Rewards and Sanctions**

We, as Governors, would like to see a wide range of rewards, consistently and fairly applied, in order to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the PA2L Policy and regularly monitored for their consistent, fair application and effectiveness.

The full range of sanctions should also be outlined in the PA2L Policy, so that students, staff, parents and carers can understand how and when they are applied. All sanctions should be proportionate and fairly and consistently applied, and monitored for their proper use and effective impact.

The Governors feel strongly that exclusions, particularly those that are permanent, must only be used as a last resort.

In all situations arising, the governors must be satisfied that the measures proposed by the Headteacher are lawful, and that staff and students know that sanctions can be applied in these circumstances.

The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she feels that one may take place.

### **4 Screening and Searching Students**

The Headteacher will refer to the guidance 'Screening and Searching and Confiscation' Advice for Headteachers, Staff and Governors, published by the DfE:

- School staff can search a student for any item if the student agrees.
- The Headteacher and staff authorised by him, have a statutory power to search students or their possessions without consent if they have reasonable grounds to suspect any of the following: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any other article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause injury or damage.
- School staff can seize any prohibited item found as a result of a search.
- Staff carrying out a search on a person must be of the same sex as the student searched; where reasonably practical, the search should be undertaken by a senior member of staff in the presence of a witness (the only exception to this would be if there is risk of serious harm if the search is not conducted immediately or where it is not reasonably practical to summon another member of staff).

### **5 The Use of Reasonable Force and Other Physical Contact**

The Headteacher will refer to the guidance *Use of Reasonable Force in Schools*, published by the DfE:

Staff have the power to use reasonable force or make other physical contact. Force is used to control or restrain and is reasonable in the circumstances – meaning using no more force than is needed.

The situations in which reasonable force may be used include: removing disruptive students from classrooms or preventing a student from attacking another student or member of staff or restraining a student at risk of harming themselves.

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There are occasions when physical contact other than reasonable force with a student is proper and necessary eg. When a student is being praised, demonstrating the use of a musical instrument, demonstrating in PE or sport coaching and in situations requiring First Aid.

## **6 The Power to Discipline beyond the School Gates**

The School has the right to discipline students for misbehaviour which occurs beyond the school gates in certain circumstances, which include:

- All non-criminal poor behaviour witnessed by staff or reported to school.
- Any school organised or related activity.
- Travelling to and from school or when wearing school uniform.

The School can also discipline its students whether or not the conditions outlined above apply, if the misbehaviour could impact on the orderly running of the school, if the misbehavior poses a threat to another student or member of the public or if it could adversely affect the reputation of the school.

## **7 Working with Other Agencies to Assess**

If when reviewing a student's behaviour the School suspects that a child is suffering, or is likely to suffer, significant harm, the School will follow its Safeguarding Policy.

The School should also consider whether disruptive behavior might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

## **8 Pastoral Care for staff accused of misconduct**

In dealing with allegations of abuse against teachers or other staff, we, as Governors, expect the Executive Headteacher to seek advice from the Local Education Authority and to refer to the DfE guidance, *Dealing with Allegations of Abuse against teachers and Other Staff*; staff who are accused of misconduct should not be automatically suspended pending an investigation.

Where allegations against staff are found to have been malicious, the Behaviour Policy should outline the disciplinary action that will be taken against such students.

Governors expect the Executive Headteacher to draw on the advice in *Dealing with Allegations of Abuse against Teachers and Other Staff* when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their power.