



*Christleton Primary School*  
*Be the best you can be*

Behaviour Principles

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Behaviour Principles		Full Governing Body	
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Signed Chair of Governors	<i>JL Eaton</i>		

# Christleton Primary School

## Statement of Behaviour Principles

### Statement of Behaviour Principles

This statement was written and approved by the Governing Body. It will be reviewed every 3 years in line with the school's Behaviour and Discipline Policy.

This document is not policy or practice, rather it is a statement to set out Christleton Primary Schools broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

The governing body is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

### 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, January 2016).

The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour and Discipline 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. 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 Headteacher to draw up the school's behaviour policy, though these principles must be taken into account 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 (January 2016)

### Publication

The Behaviour and Discipline Policy is publicised to staff and families on the school website.

### Principles

#### High Standards of Behaviour

The Governors of Christleton Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables

- a) All the pupils to make the best possible progress in all aspects of their school life and work
- b) All staff to be able to teach and promote good learning without undue interruption or harassment.

Good teaching and learning promotes good behaviour and good behaviour promotes effective learning.

Governors also believe that the expectations of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging children to become successful citizens.

### The Right to feel safe at all times

The school's primary concern is the safety, wellbeing and education of all pupils. All pupils and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils and between pupils. We expect all members of the school community to behave responsibly and treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

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.

### Inclusive and Equality

Christleton Primary School is an inclusive school. 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, religious belief (or lack of belief) or background are clearly set out and regularly monitored.

We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the Behaviour and Discipline Policy. We are committed to improving outcomes for our children and staff and promoting good relations across the whole school community.

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 and Discipline Policy and known to all staff.

### The Role of Parents / Carers

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 pupils' behaviour are outlined in the 'Home School Agreement' which pupils and parents/carers are asked to sign when a pupil joins the school.

### School Rules

School rules will be detailed in our Behaviour and Discipline Policy. We believe in consistent systems, in taking responsibility for our actions in choice and consequence.

We expect that all staff will support rules and ensure consistent application and expectations across the school day.

## Recognition

We believe positive behaviours should be recognised to encourage good behaviour in the classroom and elsewhere in the school.

The Governors expect that any recognition system is explained to others who have responsibility for young people, such as midday supervisors, external providers and extended school provision so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The recognition system must be regularly monitored for consistency, fair application and effectiveness.

## Sanctions

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. 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 may inform the police, as appropriate, if there is evidence of a criminal act or a fear 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.

The Behaviour and Discipline 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 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.

## Expectations

The Governors expect the Headteacher to include the following in some detail in the Behaviour and Discipline 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.

## Behaviour and Discipline Policy

The school's expectations are clearly stated in the Behaviour and Discipline Policy. This 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.

The full Behaviour and Discipline Policy is available on the Christleton Primary School Website. A paper copy is available in the main school office.