

**TICKHILL ESTFELD PRIMARY SCHOOL**  
**STATEMENT OF PRINCIPLES ON BEHAVIOUR POLICY**  
**September 2018**

**Rationale**

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 the Statement is to provide guidance for the headteacher in drawing up the school's Behaviour 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 she must take account of these principles 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 Headteacher and school staff

The Behaviour Policy is always available for staff, pupils and parents/carers to access and hard copies will be made freely available on request.

**Principles**

The governors at Tickhill Estfeld Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables

- all pupils to make the best possible progress in all aspects of school life and
- all staff to teach and promote good learning without undue interruption or harassment

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 rules are clearly stated in our 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 pupils and parents. Governors support a range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. They expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

Tickhill Estfeld Primary School is committed to promoting respect, fairness and social inclusion and these are the principles underlying our behaviour policy. We will comply with equalities legislation and the duty to promote the wellbeing of all our pupils. We are committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of all pupils and 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 (SEN) and all vulnerable students is set out in our behaviour policy and made known to all staff.

Vulnerable pupils - such as pupils with Special Educational Needs, physical or mental health needs, ethnic minority pupils and looked after pupils will receive behavioural support according to their need.

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

The school has a clear "traffic light" style behaviour system and explicit rewards and sanctions form part of the system. They are applied consistently throughout the school. This is clearly described 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 so must be avoided. The headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she fears that one may take place e.g. if there is evidence of physical assault, cyber-bullying, criminal harassment.

### **Physical Restraint**

On the extremely rare occasions when confrontation cannot be avoided physical restraint may be necessary if other people (staff and pupils) are at risk of physical assault, the pupil is threatening physical violence or the pupil is emotionally charged and liable to be at risk as a result of his/ her own behaviour. Restraint is an intervention of last resort and will be used only in crisis situations which will ultimately protect the child and his/her peers.

Minimal levels of force ought to be used in all restraint situations and staff must act reasonably. It is advised that two members of staff are involved wherever possible. This reduces the level of force needed to physically control the pupil and can prevent escalation of stress. It has to be stressed that staff might render themselves open to disciplinary action if restraint is not applied lawfully. The school will offer training and guidance to staff with regard to physical restraint.

Governors expect the headteacher to draw on the advice in **Dealing with Allegations of Abuse against Teachers and other staff** guidance document when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff about whom an allegation is made will not automatically be suspended pending an investigation.

### **Review**

This Statement of Principles will be reviewed every 2 years, or as necessary.

Next review - January 2020