

# **BOUNDARY PRIMARY SCHOOL**



## **Statement of principles – Behaviour Policy**

Review period: 2 Yearly

Date plan last reviewed: November 2016

Person Responsible for plan: SENCO

## **Governors' Statement of General Principles for a Behaviour Policy**

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 this 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 children in 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.

This is a statement of principles, not practice.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole school community.

- To not tolerate persecution or bullying of others on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation;
- To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
- To ensure that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships.
- To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our community neighbours.
- To promote ground rules of behaviour through the school's rules.
- To ensure that pupils understand the consequences of disruption to learning and that these are applied in a fair and consistent manner.
- To provide challenge and support for pupils who deliberately and persistently disrupt learning.
- To provide appropriate support for colleagues and parents in managing behaviour effectively.
- To ensure effective management of teaching and learning with well-organised classes, and lessons that are stimulating, appropriate and differentiated.

The detention of individuals may be necessary on some occasions. In such situations parents will be informed by phone and then by letter, at least 24 hours before the detention.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

### *Use of reasonable force:*

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Headteacher should be informed of any incident that has led to the use of these powers, which will be recorded.