



Hunslet Carr Governing Board Statement of Behaviour Principles

The Department for Education requires governing boards of maintained schools to publish a statement of behaviour principles for their school.

The Governing Board therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

At Hunslet Carr Primary School we aim to provide a broad, balanced and relevant curriculum for all within a caring environment, providing the opportunities for individuals within our school community to develop to their full potential. We believe 'Impossible is Nothing' and that all of our children deserve the best start in life.

The rationale behind this statement is to ensure that all members of our school community understand what we believe good behaviour to be and the ways in which we will promote all children behaving well at school. It is based on a number of assumptions.

Everyone has the right to feel safe at all times

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to 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.

Everyone is responsible for their own behaviour

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.

Good teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation 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 them to become successful citizens.

Everyone has these rights and shares these responsibilities

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.



Based on those assumptions the Governors have set up the following framework in which the school leaders should work.

Relationships are key

Many of our children have experienced trauma, loss or stress before or during lockdown and this might impact their behaviour in school. Some of our children have an SEND diagnosis which would give context to why they might struggle to follow our expectations. It is our job as adults to demonstrate the behaviours we wish to see as for many, we are the main positive role model.

This is not to say that we should not sanction children or show disapproval, but we should do so in a way that tries to educate them about how they should behave in a way that will prepare them for a successful future.

When working with children your relationships with them will be key to managing and changing their behaviours.

The language of choice

We should always use a restorative approach with children who are falling below our behaviour expectations.

When you give a warning you should:

- say the child's name and name the behaviour that is breaking the rules
- tell them what you would like them to do (perhaps use an example of another child who is following the rules)
- explain the consequence of them choosing not to follow the rule
- turn and leave it there – at this moment in time - *ignore secondary behaviours such as eye rolling, sighing*
- look back at the child 30s-2min later to see if they have complied.

By using this language of choice with children you are consistently clear on your expectations.

School Rules

The specific school rules will be detailed in our Behaviour Policy. We believe in consistent systems that allow children to take responsibility for their actions in choices and consequences.

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

Rewards

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

The Governors expect that any rewards system is explained to others who have responsibility for young people such as breakfast and after-school clubs, so that there is a consistent message to children.

The rewards 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, other adults with authority for behaviour, children and parents/carers.



It is important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement

The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the children should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The use of Reasonable Force

The Governors expect the use of reasonable force to be set out clearly within school policies, outlining the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

- in self-defence or when safety is an issue
- where there is a risk of significant damage to property
- to search pupils for weapons / stolen property.

The Governors expect staff are appropriately trained in the use of reasonable force and all staff are given advice on de-escalation techniques.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified a pupil risk assessment may specify a particular physical intervention technique to be used.

The power to discipline for behaviour outside the school gates

The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school
- Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:
 - could have repercussions for the orderly running of the school,
 - pose a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Pastoral care for school staff

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation.

The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.