



School Guidance

Behaviour Principles

The Downley School Behaviour Principles

These principles were created in September 2017

Principles should be reviewed by September 2018

The Downley School Behaviour Principles

Introduction

Under Section 88 of the Education and Inspections Act 2006 the Governing Body of The Downley School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written Statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (July 2013 edition), and guidance from the 'Case studies of behaviour management practices in schools rated Outstanding' (completed on behalf of the DoE by ASK Research).

This Statement of Behaviour Principles has been prepared by the Governing Body following consultation with the Headteacher, school staff, parents and pupils in order to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected. It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

The Downley school should ensure that their overriding Behaviour Policy is; clear to understand and sets out written expectations on behaviour, details of procedures to ensure these expectations are met and how poor behaviour will be acted on, and should set out the responsibilities of; SLT, staff, pupils, and parents.

Specifically, in preparing and reviewing the Behaviour Policy it should;

- Ensure it is clearly articulated and simple to implement, understand and follow, and that its application is consistent across the school.
- Be collaboratively developed and delivered across the school to foster buy-in, whilst also be inclusive in its approach by utilising parent engagement.
- Have clear expectations (including rewards and sanctions) that are well understood by staff, parents, and pupils, and consistently applied across all levels of behaviour, including exceptional behaviour as well as low level behaviour.
- Support early identification of issues and intervention which work hard to understand the reasons for non-compliance, whilst ensuring isolated incidents can be dealt with in a more individualised way.
- Have a strong process for regularly capturing and using data to manage behaviour.
- Focus on achievement against TDS values and engendering responsibility, not simply rules for behaviour, helping pupils develop a sense of responsibility for their own behaviour and a greater sense of consideration for others.
- Follow the outlined behaviour principles as set out below.

Behaviour Principles

Right to feel safe at all times

- All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.
- TDS should have a pastoral team with clear responsibility for behaviour, supported by SLT who have overall accountability for the policy, implementation of policy, and staff support.

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High standards of behaviour

- The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision of "Learning, Growing, Succeeding Together". The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.
- The Downley school should ensure it has sufficient proactive and reactive strategies which praise positive behaviour whilst tackling consistent low-level poor behaviour.

Inclusivity and equality

- The Downley School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in the school's **Equality and Cohesion Policy, and Equality Objectives**.
- The school Behaviour Policy must state that bullying and discriminating behaviour that goes against the Equality Policy will not be tolerated. The Behaviour Policy will include a clear, concise anti-bullying statement that can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Headteacher.
- Although the school's legal duties for compliance with section 149 of the Equality Act 2010 with regards to the elimination of discrimination, and which are described in the Equality Policy, and with section 175 of the Education Act 2002 with regards to safeguarding and promoting the welfare of children will be reinforced in the Behaviour Policy, reasonable adjustments to the application of the Behaviour Policy may be made by the Headteacher and the staff in order to safeguard vulnerable pupils, and particular those with special educational needs.

Golden Rules

- At the start of each academic year each class discusses the set of rules which sets out the expected standards of behaviour and that are consistent with the school's values and the Behaviour Principles – each class's 'Golden Rules'. The Behaviour Policy must make reference to these Rules, which the Governors expect to be applied consistently by the school community.

Rewards and sanctions

- The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school.
- The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. For consistency, the rewards and sanctions should also be explained to others who have responsibility for pupils.
- Keeping behaviour in the school positive, providing verbal praise and encouragement and identifying pupils assets rather than deficits.

Power to screen and search pupils

- The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school. Further guidance can be found in the associated resources below.

The use of reasonable force and other physical contact

- The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control

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inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises.

- The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained.
- The Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils.
- In those cases where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil behaviour management plans to be drawn up.

The power to discipline beyond the school gate

- The Governors expect the Behaviour Policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the Behaviour Policy must include the school's lawful response to any bad behaviour when the child is:
 - Taking part on any school-organised or school-related activity; or
 - Travelling to and from school; or
 - Wearing school uniform; or
 - In some other way, identifiable as a pupil at the school.
- Even if these conditions do not apply, the Behaviour Policy must consider misbehaviour at any time that:
 - Could have repercussions for the orderly running of the school; or
 - Poses a threat to another pupil or member of the public; or
 - Could adversely affect the reputation of the school.

Pastoral care for school staff accused of misconduct

- The Governors expect the Behaviour Policy to set 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.

When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

- The Behaviour Policy must set out the criteria the school will use to determine when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. The Behaviour Policy must set out the process by which a pupil or parent can appeal against a sanction that they believe has been applied unreasonably. The Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour. The Headteacher will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors.

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Associated Resources

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Link to 'Case studies of behaviour management practices in schools rated Outstanding'

<https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report>