

Foston and Terrington Federation

Statement of Behaviour Principles: November 21

Approved: Nov 21

Review Date: Nov 24

The behaviour principles of our Federation flow from our vision and Christian values that commit to promoting inclusivity, affirming diversity, embracing community, and inspiring creativity. Based on the words of St Paul who wrote

‘The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control’ (Galatians 5 v 22-23).

These Christian values are fostered in the pupils and staff building an ethos where all can flourish.

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

1. 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).
2. 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.
3. 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)
4. The Behaviour Policy is publicised to staff and families on the school website.

Principles:

1. The Governors of Foston and Terrington Federation 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 and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

2. 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.
3. Foston and Terrington Federation are inclusive schools. 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.
4. 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 Policy and known to all staff.
5. 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, as outlined in the school's behaviour policy.
6. The school's expectations are clearly stated in the Behaviour 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.
7. 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.
8. 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.
9. Should an incident and need occur, the Governors would expect all authorised staff to be appropriately trained in how to carry out a search. If the need arose, Governors would also expect all staff to be trained in the use of reasonable force and restraint.