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## Behaviour Principles written statement

<b>Date last reviewed:</b>	<b>Autumn 2022</b>
<b>Frequency of review:</b>	<b>Annually</b>
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### Rationale and purpose

1. This statement has been drawn up in accordance with the Education and Inspections Act 2006 \*, and Department for Education guidance (Behaviour and Discipline in schools, 2016) \**Education and Inspections Act 2006 is up to date with all changes known to be in force on or before 28<sup>th</sup> November 2021. There are changes that may be brought into force at a future date*
2. At Doddinghurst Infant School, children become part of a friendly co-operative environment, where there is an atmosphere of mutual respect and trust. Every child is made to feel that they have a vitally important role to play in the life of the school, where their achievements are recognised and acknowledged. We use a consistent approach to behaviour management to help each child move on in their learning and reach their individual learning potential.
3. The purpose of this statement is to provide guidance for the head teacher 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 the school as well as taking full account of law and guidance on behaviour matters. This means the Governing Body has a duty to produce, and review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst children.
4. The Behaviour policy must be published, in writing, to staff, parents and carers at least once a year.

### Principles

5. The Governors of Doddinghurst Infant School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its children to make the best possible progress in all aspects of their school life and work and (b) all staff to teach and promote good learning without undue interruption or harassment.
6. All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between children. 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.
7. Doddinghurst Infant School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school must have a clear comprehensive anti-bullying policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

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8. The school's legal duties under Equality Act, 2010 in respect of safeguarding, children with special educational needs and all vulnerable children, should be set out in the Behaviour policy and made known to all staff.
9. Parents and carers should be encouraged and helped to support their children's education, just as the children should be 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 children, parents and carers and school staff with respect to children's behaviour must be outlined in the Home-school agreement which children and parents/carers must be asked to sign when the child joins Doddinghurst Infant school.
10. The school rules should be clearly stated in the Behaviour Policy. These should set our expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all children. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
11. Governors would like to see a wide range of strategies consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
12. Sanctions for unacceptable or poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the behaviour and anti-bullying 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 last resort. 'Unofficial' exclusions are illegal and so must be avoided. The head teacher may inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place. Sanctions should be monitored for their proper use and effective impact.
13. The school's statement of procedures for dealing with allegations of abuse against staff should also set out the disciplinary action that will be taken against children who are found to have made malicious accusations against schools staff. Governors expect the head teacher 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.
14. The Governors expect the head teacher to include the following in some detail in the behaviour and anti-bullying policy:
  - a. The need to use a continuum of graded and gradual techniques with an emphasis and preference for the use of de-escalation strategies. These are to be used and exhausted before Positive Handling strategies are utilised'. Details to be given in the behaviour policy that escorts and interventions that can be applied when all other methods of Behaviour Management have been exhausted.
  - b. The power to use reasonable force or other physical contact; the situations in which reasonable force may be used (including removing disruptive children from classrooms, or preventing them from leaving) should be stated, a definition of 'reasonable force' should be included, which should also explain how and when children may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.

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- c. The power to discipline outside the school gates: disciplining beyond the school gates covers the schools' response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and children know that sanctions can be applied in these circumstance.