

# Anson Primary School



## **Behaviour Principles Written Statement – 2024**

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

Anson Primary School is an inclusive school and is committed to providing an environment where everyone can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

Anson Primary School holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

### **Pupils should be encouraged to develop:**

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality
- respect for themselves: pride in their own achievement and that of others in the school
- high standards of behaviour and dress, and the desire to produce their best work at all times
- respect for the environment: their own, the School's and other people's property and the community in which we live
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community

### **The Behaviour Policy will:**

- provide opportunities for pupils to take responsibility and be involved in decision-making
- establish and promote consistent expectations of staff, pupils and parents
- promote self-discipline and proper regard for authority among pupils

- encourage good behaviour and respect for others and prevent all forms of bullying among pupils
- foster a culture in which pupils' achievements are recognised and celebrated
- ensure that staff are seen to be fair and consistent
- ensure that all staff are able to take prompt and effective action when pupils behave inappropriately
- promote working in partnership with home and external agencies

### **Roles and responsibilities of Headteacher, Staff and Governors**

The Headteacher is responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. They will ensure that all staff receive appropriate training and support. Ultimately, and only once all procedures have been followed, they will address the possibility of excluding a pupil.

#### **Teachers and support staff will be expected to:**

- be consistent and fair in the application of rewards and sanctions, not ignoring poor behaviour and celebrating good behaviour as a way of maximising pupils' self-esteem and confidence as learners
- set high standards early, in order to help pupils establish regular, punctual attendance and good behaviour from the start by involving parents in the process
- intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- employ techniques such as assertive discipline, pupil mentoring and buddy system to help improve and maintain high standards of behaviour and discipline
- give pupils choices and help them to understand the consequences
- provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectations
- ensure that teaching methods promote active participation for all, within a challenging and supportive environment
- create a stimulating learning environment that promotes independence and on-task behaviour
- encourage pride in achievement

The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

a. Screening and searching pupils: the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.

b. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils 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 pupils may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.

**Pastoral care for school staff:**

The Behaviour Policy must include details of how the school will respond to an allegation against a member of 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 guidance if they are accused of misusing their powers. In addition, children who are found to have made malicious accusations against school staff will be dealt with in accordance with the Behaviour Policy.

Behaviour principles written statement will be reviewed by Governors year every three years.

**Headteacher:** *Simon Pile*

**Chair of Governors:** *Mitchell Clark*

**Date:** September 2024

**Review Date:** September 2025

**Related Documents:**

**Behaviour Policy**

**SEND Policy**

**Accessibility Policy**

**Equalities Objectives**

**Safeguarding Policy**

**Anti-Bullying Policy**

**Restraining Policy**