



# WELLESLEY PRIMARY SCHOOL

## Statement of Behaviour Principles Policy

Issue No: 6  
Date: November 2021

Approved by Governors: 23<sup>rd</sup> November 2021

# Statement of Behaviour Principles

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## Change Record Sheet

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Issue No	Date	Summary of Change	Amended by:
1	July 2014	Policy Written	
2	October 2015	Policy Reviewed	Heather Small
3	November 2015	Policy Reviewed	Heather Small
4	November 2018	Policy Reviewed	Heather Small
5	April 2021	Policy Reviewed	Heather Small
6	November '21	Policy Reviewed	Heather Small

## Summary

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This policy will be reviewed every year.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

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## Rationale and Purpose

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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) and is to be taken in conjunction with the school's behaviour policy and the home school agreement which are reviewed regularly by the Governing Body.

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 of the children at Wellesley Primary 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.

## Principles

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The Governors believe that the most effective way to promote desired behaviour is achieved through positive behaviour management.

### High Standards of Behaviour

The Governors believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all the pupils to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

### Safety

All pupils have the right to feel safe at all times at school. There should be mutual respect between staff and pupils as well as pupils and their peers. All visitors to the school should feel safe and free from the effects of poor behaviour in all parts of the school.

All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Behaviour Policy.

### Inclusivity

Wellesley Primary is an inclusive school. All members of the school community should feel free from discrimination of any sort (as laid down in the Equality Act 2010). The school has an Anti-Bullying policy that is known and understood by all which is consistently applied and monitored. It emphasises that any form of bullying in the form of gender, age, race, ability, religion, sexual orientation or background is completely unacceptable and the measures that will be taken to protect pupils from it.

The School's legal duties under the Equality Act 2010 in respect to safeguarding students with Special educational Needs and all vulnerable pupils should be further reinforced through the Behaviour Policy (where reasonable adjustments may need to be made).

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## Home School Agreement

Parents/carers are encouraged to help and support their children's education, just as the pupils should be helped to understand their responsibilities during their time in school, in the wider community and in preparation for their life after school. The Home School Agreement asks parents to support all school policies, including Behaviour.

## School Rules

The school behaviour systems and sanctions should all be clearly stated in the Behaviour Policy. They should set out expected standards of behaviour, be displayed throughout the school and shared with and explained to all pupils, staff and parents/carers. The Governors expect rules to be consistently applied by all staff and regularly monitored for their effectiveness. School rules that are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

## Rewards

The Governors expect the Behaviour Policy to include a wide range of rewards which are consistently and fairly applied in such a way as to encourage good behaviour in both the classroom and around school. These rewards should be explained to others who have responsibility for the pupils, e.g. Sports Coaches. The rewards system should be regularly monitored for its effectiveness.

## Sanctions

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, pupils and parents and be consistently applied. Like rewards, sanctions must be consistently applied across the whole school. The range of sanctions must be described in the Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Behaviour Policy should also explain how and when exclusions (both fixed-term and permanent) will be used as a sanction (although the Governors believe that this should only be used as a last resort).

The Head Teacher may inform the police, as appropriate, if there is evidence that a criminal act has taken place or if it is thought that one might take place.

## Power to Screen and Search Pupils

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School staff can search a pupil for any item if the pupil agrees.

The Head Teacher and authorised staff have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect any of the following: knives or weapons; alcohol; illegal drugs; stolen items; tobacco; fireworks; pornographic images and any other article that the member of staff reasonably expects has been, or is likely to be used to commit an offence or cause injury or damage.

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School staff can seize any prohibited item found as a result of a search.

Where possible, staff carrying out a search on a person must be of the same sex as the pupil searched and there should be a witness unless there is risk of serious harm if the search is not conducted immediately or where it is not reasonably practical to summon another member of staff.

The Head Teacher will refer to the guidance 'Screening and Searching and Confiscation' advice for Head Teachers, staff and governors, published by the DfE.

## The Use of Reasonable Force

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Staff have the power to use reasonable force or make other physical contact.

Force is used to control or restrain and must be commensurate to the situation – meaning using no more force than is necessary.

The situations in which using reasonable force may be used include: removing disruptive pupils from classrooms or preventing them from leaving for their own safety or the safety of others; preventing a pupil from hurting another pupil or member of staff; restraining a pupil at risk of harming themselves. For further details see Use of Force Policy.

There are also occasions when physical contact is proper and necessary, e.g. holding a pupil's hand; comforting a distressed pupil; when a pupil is being praised; demonstrating use of musical instruments; demonstrating in PE and First Aid.

The Head Teacher will refer to the guidance 'Use of Reasonable Force in Schools' published by the DfE and the school 'Use of Force' policy.

## Disciplining beyond the School Gates

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Members of staff can discipline beyond the school gates in situations including: non-criminal bad behaviour witnessed by staff or reported to school; any school organised or school related activity and travelling to or from school or when wearing school uniform. This also applies if the misbehaviour could have repercussions in the orderly running of the school; pose a threat to another pupil or member of the public or if it could adversely affect the reputation of the school.

## Dealing with Allegations of Abuse

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The Governors would not expect a member of staff to be automatically suspended if they have been accused of misconduct, pending an investigation. A quick resolution of the allegation should be the priority. All unnecessary delays should be avoided.

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An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate the reasons need to be recorded and the individual notified.

Malicious allegations should be removed from personnel records and references.

Pupils found to have made malicious allegations will have breached the Whole School Behaviour Policy and appropriate sanctions will be applied.

The Head Teacher must refer to the 'Advice in Dealing with Allegations of Abuse Against Teachers or Other Staff' set out by the DfE and the Local Authority model policy 'Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are In Positions of Trust'.