

Statement of Behaviour Principles for Romsey Abbey Church of England Primary School



Rationale:

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and latest DfE guidance (Behaviour and discipline in schools: Guidance for governing bodies). The purpose of this statement is to provide guidance for the headteacher in drawing up the Behaviour Curriculum Policy at Romsey Abbey Primary School 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 is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Curriculum Policy for Romsey Abbey Primary School although they must take account of these principles when formulating this.

Staff should be confident that they have the Governor's support when following the school's Behaviour Policy.

This statement will be reviewed from time to time whilst the Behaviour Curriculum Policy is reviewed annually in line with the latest Behaviour Principles.

Vision Statement

Walking in the footsteps of Jesus with Love, Trust and Forgiveness

Children Flourish

Romsey Abbey Church of England Primary School will be a distinctive community, deeply rooted in Christian values, whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances.

The school will make a positive contribution to the local community and beyond.

"Life in all its fullness" John 10:10

Our School Aims:

- Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.
- Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.
- Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.
- Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love

and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, “walking in the footsteps of Jesus with love, trust and forgiveness.” Our Aims Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender. Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all. Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners. Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Behaviour Principles:

At Romsey Abbey Church of England Primary School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others.

As a church school, we are shaped around our common values to, “walk in the footsteps of Jesus in love, trust and forgiveness”, and we are committed to shape our whole school life around these values and to make them a reality throughout the life of the school.

Parents/carers should be encouraged and helped to support their children’s education. The responsibilities of pupils, parents/carers and school staff with respect to pupils’ behaviour are outlined in the ‘Home School Agreement’ which pupils and parents/carers are asked to sign when a pupil joins the school.

The 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.

Inclusivity and Equality: Romsey Abbey C of E Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. Measures to protect children should be set out in the Behaviour and Equality policies.

Rewards and Sanctions: The Governors expect the Behaviour Curriculum 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 Curriculum Policy must make it clear how and when

rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

The Use of Restrictive Physical Intervention(RPI) or Other Physical Contact: The Governors expect the Positive Handling and Physical Restraint Policy to clearly set out the circumstances where staff and others with authority may use restrictive intervention or other physical contact to keep pupils safe by controlling unsafe behaviour, guiding disruptive pupils from learning environments or preventing pupils from leaving school premises. The Positive Handling and Physical Restraint Policy must include a definition of ‘reasonable force’ and must explain how and under what circumstances pupils may be physically restrained. The Governors expect that staff will be given advice on de-escalation and positive behaviour management techniques and that only appropriately trained staff will positively handle 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.

Power to Screen and Search Pupils: The Governors expect the school to follow the DFE Guidance Searching, Screening and Confiscation (July 2022) 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.

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. 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.

Non-negotiables: The school behaviour management system reflects the bottom line behaviours that will not be tolerated at any level and should be clearly set out in the Behaviour Curriculum Policy. Governors expect these expectations to be consistently applied by all staff and understood by children, whilst recognising that exceptional circumstances known to the Headteacher and staff may require the Headteacher to exercise discretion according to those circumstances.

Pupil/Parent Conduct: The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school’s staff or pupils will not be tolerated. If a parent does not conduct himself/herself appropriately, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

The Power to Discipline Outside of School Premises: The Governors expect the school to follow the DFE guidance Pupil's Conduct Outside of School Premises – Teachers Powers in Behaviour for Schools Advice for Headteachers and School Staff February 2024 and the school's Anti-Bullying 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 Curriculum Policy must include the school's response to any poor behaviour outside of school.

Pastoral Care for School Staff Accused of Misconduct: The Governors expect the school to follow DFE guidance Dealing with Allegations of Abuse against Teachers and Non-Teaching Staff (2012) to set out the disciplinary action that will be taken against pupils who are found to have made false malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers and non-teaching Staff' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are wrongly accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

Reviewed May 2024