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| GARRAS AND SITHNEY  PRIMARY SCHOOLS  **Statement of Behaviour Principles** | **R http://www.garras.cornwall.sch.uk/wpimages/wp97b2b4c3_0f.jpg** |

**Rationale and purpose**

1. This Statement has been drawn up in accordance with DfE guidance, Behaviour and Discipline in Schools, updated July 2013.

2. The purpose of the Statement is to provide guidance for the senior leaders and governors in drawing up the schools 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 senior leaders and governors to draw up the schools behaviour policy, though they must take account of these principles when formulating this. The senior leaders and governors are also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (updated July 2013)

4. The Behaviour Policy is publicised via the school website.

**Principles**

1. The Governors of Garras & Sithney Schools 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. Garras & Sithney Schools are inclusive schools. All members of the school communities 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 or background is clearly set out and regularly monitored by the senior leaders for their effective implementation.

4. The schools’ legal duty under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils is known to all staff.

5. Parents/carers will 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. 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.

6. The School Rules are clearly stated in the Behaviour Policy. These 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 by the Lead Professional Teacher.

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 if he fears 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. The Allegations of Abuse against Staff Policy sets out the action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on advice from the staff guidance document 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. The Physical Restraint Policy outlines the situations in which reasonable force may be used including removing disruptive pupils from classrooms, or preventing them from leaving. A definition of ‘reasonable force’ is included, which will 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.

10. 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 Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.