

Holmesdale Infant School
Behaviour Principles Written Statement



Rationale and Purpose

1. This Statement has been drawn up in accordance with DfE guidance Behaviour in schools Advice for headteachers and school staff (September 2022).
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's 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 Headteacher to draw up the school's behaviour policy, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour in schools Advice for headteachers and school staff (September 2022).
4. The Behaviour Policy is published to staff and families every year and is also available on the school website.

Principles

1. The Governors of Holmesdale Infant School strongly believe that high standards of behaviour lie at the heart of a successful school which 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. Holmesdale 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). 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 Headteacher for their effective implementation.

4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy, Child protection and Safeguarding Policy and known to all staff.

5. Parents/carers should 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 Rights are clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms as classroom rules 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 Headteacher.

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 she fears that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment, child on child abuse. Sanctions should be monitored for their proper use and effective impact.

8. The Behaviour Policy sets out the disciplinary 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 the advice in Dealing with Allegations of Abuse against Teachers and other 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.

Signed (Chair of Governors)

Date