



Thorns Community



Infant School

## **Park Hill Thorns Primary Federation**

### **Statement of Behaviour Principles**

Successful, confident learners. Responsible, compassionate individuals.

Initially written: October 2013

Reviewed by SLT: June 2025

Agreed by governors: July 2025

Next review: June 2026

## **Rationale and Purpose**

This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, updated September 2015). This statement should be read in conjunction with other key documents, particularly the behaviour policy, child protection and safeguarding policy and anti-bullying policy.

The purpose of the Statement is to provide guidance for the Executive Headteacher and Senior Leadership Team in drawing up the federation'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.

This is a statement of principles, not practice: it is the responsibility of the Executive Headteacher and Senior Leadership Team to draw up the federation's Behaviour Policy, though they must take account of these principles when formulating this. The Executive Headteacher and Senior Leadership Team are also asked to take account of the guidance in DfE publication Behaviour in Schools (updated February 2024)

## **Principles**

The governors of Park Hill Thorns Primary Federation 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.

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues and staff and parents or other visitors to the school.

Park Hill Junior and Thorns Community Infant are inclusive schools. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). 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 Federation Anti-Bullying Policy. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are regularly monitored by the Senior Leadership Team for their effective implementation.

The federation'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 and known to all staff.

All staff must be aware of the risk of radicalisation and be alert to changes in a pupil's behaviour which could indicate that they may need help or protection.

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 agree to when a pupil joins the school.

The school rules are clearly stated in the Behaviour Policy. This sets out expected standards of behaviour; should be displayed in all classrooms and other relevant parts of the school; 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 Heads of Teaching and Learning.

The Governors expect the Whole School Behaviour Policy and procedures to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The Governors expect that any rewards system is explained to others who have responsibility for young people, such as after school clubs, so that there is a consistent message to pupils. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents. Like rewards, sanctions must be consistently applied across the whole school and it is important that sanctions are regularly monitored for their proper use, consistency and effective impact.

The Whole School Behaviour Policy and procedures should explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Policy and procedures should include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the Police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her 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 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 Executive 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.

The governors expect the Executive Headteacher and Senior Leadership Team 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.
- b. the circumstances where staff may use reasonable force and other physical contact to control inappropriate behaviour including removing disruptive pupils from classrooms. A definition of 'reasonable force' should be included which will explain how and under what circumstances pupils may be restrained. The Governors expect that teaching staff are appropriately trained in the use of reasonable force and restraint and that staff are given advice on de-escalation and behaviour management techniques.
- c. the school's response to non-criminal bad behaviour and bullying (including cyberbullying and sexual harassment) which occurs anywhere off the school premises and which is reported to the school.
- d. the involvement of outside professionals and agencies to support pupils who display continuous disruptive behaviour and the circumstances when involvement of additional professional should be considered.