

## Behaviour Principles

The Ladysmith Federation Schools are inclusive schools. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

### **Right to feel safe at all times:**

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

### **High standards of behaviour:**

- The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.
- Excellent teaching and learning promote excellent behaviour and excellent behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

### **Inclusivity and Equality:**

- We are inclusive schools, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable children. We recognise some children may need additional support to meet behaviour expectations.

**School Expectations:**

School expectations are detailed in our Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

**Rewards:**

- We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.
- The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes.
- The rewards system must be regularly monitored for consistency, fair application and effectiveness.

**Sanctions:**

- Sanctions for unacceptable/poor behaviour are known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.
- It is important that sanctions are monitored for their proper use, consistency and effective impact.

## **Home/School Agreement:**

- The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour are outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

## **The use of Reasonable Force:**

- The Whole School Behaviour Policy clearly outlines the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006)
  - in self-defence or when safety is an issue
  - where there is a risk of significant damage to property
  - to search pupils for weapons / stolen property.
- Authorised staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.
- There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

## **The power to discipline for behaviour outside the school gates:**

The Behaviour Policy sets out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy includes the school's response to any bad behaviour when the child is taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school

# Ladysmith Federation

Even if the conditions above do not apply, the Policy takes account of misbehaviour at any time which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Agreed by Ladysmith Federation Governing Body

Ambition  Adventure  Achievement