



Rise Park Academy Trust

Rise Park Infant and Junior School

Statement of behaviour

Rational and Purpose

This statement has been drawn up in accordance with the Education and Ofsted Act 2013 and DfE guidance (Behaviour and Discipline in schools, updated April 2014). It is to be taken in conjunction with the school's behaviour policy and home school agreement which are regularly reviewed by the governing body.

The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children of Rise Park Infant School as well as taking full account of law and guidance on behaviour matters.

This is a statement of principles not practice, which is to be found in the school's behaviour policy which has taken account of these principles when written by the Head Teacher.

Principles

The Governors at Rise Park Infant and Junior School believe that high standards of behaviour lie at the heart of a successful school and this is best achieved through positive behaviour management.

- A successful school enables:
- All of its pupils to make the best possible progress in all aspects of their school life and work
- All staff to be able to teach and promote good learning without undue interruption or harassment.
- All pupils have the right to feel safe at all times. There should be mutual respect between staff and pupils and between each other. 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.

Rise Park Infant and Junior School is an inclusive school. All members of the school community should feel free from discrimination of any sort (as laid down in the Equality Act 2010) Measures to protect pupils and staff from bullying and discrimination as a result of race, ability, sexual orientation or background is clearly set out in the Equality Policy and is regularly monitored by Governors.

- The school's legal duties under the Equality Act 2010 in respect to safeguarding students with Special Educational Needs and all vulnerable pupils is set out in the Safeguarding Policy and known to all staff.
- Parents/Carers are encouraged and helped to support their child's education, just as the children are helped to understand their responsibility during their time in school, the local

community and in preparation for their life after school. The responsibilities of children, parents/ carers and all school staff with respect to children's behaviour is outlined in the Home School Agreement which is given out when a pupil joins the school.

- The school behaviour systems and sanctions are clearly stated in the Behaviour Policy. They set out expected standards of behaviour for pupils and staff to follow. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness
- There are a wide range of rewards consistently applied in such a way as to encourage good behaviour in both the classroom and around the school. These are clearly stated in the behaviour policy and regularly monitored by the Leadership Team.
- Sanctions for unacceptable behaviour should be known and understood by all staff and pupils and are consistently applied. The full range of sanctions are set out in the behaviour policy.
- Governors feel that exclusions, particularly those that are permanent must only be used as a last result. All sanctions are monitored for their proper use and effective impact.

The use of reasonable force

- Staff have the power to use reasonable force or make other physical contact in extreme cases.
- The situations in which reasonable force may be used include: removing disruptive pupils from classrooms or preventing them from leaving it for their safety or the safety of others, preventing a pupil from attacking another pupil or member of staff or restraining a pupils at risk of harming themselves.
- There are occasions when physical contact other than reasonable force with a pupil is proper and necessary e.g. holding a pupil's hand, comforting a distressed pupil, demonstrating something in PE and giving first aid treatment.
- The Head Teacher will refer to the guidance **Use of reasonable force in schools** published by the DfE.

Dealing with allegations of abuse

- Any allegations should be dealt with in the first case by the Head Teacher who will then decide whether an investigation is required.
- A quick resolution of the allegation should be the priority. All unnecessary delays should be avoided
- An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, reasons need to be recorded and the individual notified.
- The Head Teacher will refer to **the advice in dealing with allegations of abuse against teachers or other staff** set out by the DfE
- **Review**

The statement of principles will be reviewed every 3 years or as necessary

Reviewed September 2015