



All learning together

Langton Primary School

Behaviour Principles

Adopted by: Full Governing Board

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Contents

Introduction	2
Compliance	3
Publication.....	3
Policy Maintenance	3
Scope	3
Contents of the Behaviour Policy	3

Introduction

The DoE's "Behaviour and discipline in schools - Advice for headteachers and school staff "(January 2016)¹ states that:

1. Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
2. The headteacher must set out measures in the behaviour policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work;and which
 - regulate the conduct of pupils.
3. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles.

This document outlines the principles agreed by the Governing Board of Langton Primary School based on the guidance in the DoE document.

¹ <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Compliance

The Behaviour Policy will conform with the Law in terms of both responsibilities and powers

Publication

It is vital that the Behaviour Policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied.

The Behaviour Policy will be available on the school website and made clear to new parents and pupils when agreeing the Home/School contract.

Staff will be made fully aware of their rights, responsibilities and limitations in applying the policy and the need for a consistent implementation.

Policy Maintenance

The Behaviour Policy will be reviewed annually or more frequently where required by actual events or issues, and any developments, e.g. in technology.

Scope

The power to discipline students applies to all paid staff responsible for pupils unless limited by the headteacher. Powers may be extended to others, e.g. parents assisting on school trips, at the headteacher's discretion and with clear guidance.

It applies to all school activities, including those not on school premises such as sports events and visits, school related activities, e.g. school transport, and any event which can reflect on the school and its reputation, e.g. when wearing school uniform or making comments on social media. In all cases of mis-behaviour the teacher can only discipline the pupil when they are under the lawful control of the staff member.

Contents of the Behaviour Policy

In developing and applying the Behaviour Policy the headteacher should consider the following factors:

1. Strong school leadership:
 - a. achieving a consistent approach to behaviour management;
 - b. staff development, e.g. in understanding their rights and limits;

- c. support for staff in applying the policy;
- 2. Classroom management:
 - a. rewards and sanctions;
 - b. proportionate response;
 - c. escalation of warnings;
 - d. de-escalation of bad behaviour;
- 3. Strategies for teaching good behaviour:
 - a. inclusion in collective worship and the curriculum e.g. PHSE;
 - b. managing pupil transition, e.g. ensuring new pupils understand the expected behaviour;
- 4. Pupil support systems including recognising individual circumstances;
- 5. Liaison with parents and other agencies;

The Behaviour Policy must be explicit regarding:

- the behaviour expected of pupils and the application of rewards and sanctions related to behaviour
- powers:
 - screening and searching pupils*
 - confiscation of pupils' property*
 - reasonable use of force and other physical contact*
 - discipline beyond the school gate
 - pupils who are found to have made malicious accusations against school staff
 - the application and escalation of rewards and sanctions
- resolution
 - the use of restorative measures
 - liaison with parents on behaviour issues
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
 - when to report issues to the police, e.g. possession of drugs and weapons
- pastoral care for staff accused of misconduct
- relevance to safeguarding, e.g. behaviour as an indicator of other issues such as abuse, an illness or educational difficulty
- the application of the policy to SEND pupils

* The DoE document contains more specific guidance, e.g. on the relevant law