

HAZEL OAK SCHOOL BEHAVIOUR POLICY REVIEW
**Whole School Community Consultation on the
'Statement of Principles'**

We are currently reviewing our Behaviour Policy, which needs to be guided by the Governing Body's 'Statement of Principles', which determines how we will promote good behaviour.

As part of this process we would like to seek the views of parents and the wider school community on the proposed 'Statement of Principles'.

Principles

1. The Governing Body believe that high standards and expectations of behaviour at Hazel Oak School enable a) all pupils to make best possible progress in all aspects of school life and education and b) all staff to be able to teach and promote good learning without undue interruption or harassment, whilst understanding that some individuals may need additional support to help them manage their behaviour.
2. All pupils and staff have the right to feel safe at all times in school and there should be mutual respect between staff and pupils and between pupils. This should also apply to visitors to the school.
3. All members of the school community should be free from discrimination of any sort (as stated in the Equality Act 2010). The school should have a clear Anti-Bullying policy which is shared and understood by all, and monitored for its effectiveness and should also include measures to protect pupils from bullying or discrimination as a result of gender, race, ability, sexual orientation or background.
4. The school's legal duties under the Equality Act (2010) relating to Safeguarding, pupils with Special Educational Needs and vulnerable pupils should be set out in the behaviour policy and made known to all staff.
5. Parents and Carers should be encouraged and helped to support their child's education and pupils should be helped to understand their responsibilities during their time at school, in the community and in preparation for life beyond Hazel Oak. Responsibilities of all groups in respect to behaviour should be outlined in the 'Home-School Agreement' which parents, pupils and the school are asked to sign when a student joins the school.
6. School Rules should be clearly stated in the Behaviour Policy and these should set out expected standards of behavior, displayed in classrooms in ways which are age appropriate and accessible to all pupils and shared and understood by all. Governors expect rules to be consistently applied by all staff and reviewed regularly for their effectiveness.

7. Governors would like to see a wide range of 'in kind' rewards consistently and fairly applied in such a way as to encourage good behaviour in the classroom and school. Governors recognize that rewards and strategies may need to be personalized to meet individual needs and motivations, but that they can still be applied with consistency and fairness.
8. Sanctions for unacceptable 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 behavior policy. Exclusions, particularly permanent exclusions should only be used as a last resort. For pupils who display continuous disruptive behaviour, advice and guidance should be sought from a range of agencies and the suitability of the school placement should be reviewed. The Head teacher may inform the police, as appropriate, if there is evidence of a criminal act or if she fears one may take place e.g. cyber bullying, criminal harassment, illegal drugs, offensive weapons. Sanctions should be monitored for their use and impact.
9. The Behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious allegations against school staff. Governors expect the head teacher to refer to advice in *'Working together to safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'* (March 2010) and other LA guidance when setting out 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.
10. Governors expect the Head teacher to include the following in the behaviour policy:
 - a) Screening and searching pupils – reasons should be made explicit, together with details of who may search, where the search will take place and what sanctions will be applied. It should be made clear that parents do not have to be informed before a search takes place. Items that are banned should be included in the policy. The Head teacher should refer to *'Screening, searching and confiscation: Advice for head teachers, staff and governing bodies'* (2012).
 - b) The power to use reasonable force or make other physical contact; the situations in which reasonable force may be used should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors expect all staff to be trained in the use of reasonable force and restraint.
 - c) Power to discipline outside the school gates: this covers the school's response to all non-criminal unacceptable behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied that measures proposed by the head teacher are lawful and staff and pupils know that sanctions can be applied in these circumstances. Governors expect parents and carers to be encouraged to reinforce positive behaviours when their children are not on school premises.