



Mendip Edge Federation

Governors' Statement of Behaviour Principles

Rationale

The governors and staff of the Mendip Edge Federation believe that the promotion of good behaviour, the development of self-respect and of respect for others and their surroundings is a vital part of a child's education. It is one of the most important ways in which we help to ensure that all members of the school community feel happy, safe and valued and are able to benefit fully from the opportunities available to them – intellectually, emotionally, socially, spiritually and morally.

As a Federation we have high expectations of our pupils and to this end we encourage the development of pupils' understanding of positive behaviours/attitude for learning, together with independent learning and how to 'get unstuck'.

No school can be successful unless there is a clearly defined policy on behaviour and discipline. It is vital that everyone (both adult and child) is aware of what is expected of him or her ensuring that children are free to learn and teachers to teach in a calm, orderly atmosphere. The Governors of the Mendip Edge Federation have produced the following set of principles to guide the Head teachers in determining the behaviour policy for the school and to ensure that teachers can teach and children can learn in an atmosphere of trust, respect and security.

Principles

In particular the governors require that the policy and its underlying principles should:

- Reflect each school's mission statement and core values of The Federation.
- Be implemented in such a way that mutual trust and respect is at its core and adults demonstrate high levels of respect for children (whatever their background, ethnicity, gender or disability), other adults and the environment.
- Actively promote behaviours for learning, helping to remove barriers to learning for individuals and raise standards for all.
- Reflect widespread agreement between pupils, staff and parents/carers about acceptable standards of behaviour.
- Be worded in such a way that every child has the right to learn and no child has the right to disrupt the learning of others.
- Be based on the principles of positive behaviour management, reflecting a balance between rewards and sanctions.
- Be worded in such a way that expectations of behaviour, rewards and sanctions, can be clearly explained to children of any age and level of attainment and their parents/carers.

Signed

Date of Review: May 2016

Date of Next Review: May 2017

- Promote consistency, whilst providing enough flexibility for staff to make a decision about the strategy to be used based on the needs of the individual child, the immediate situation, the context of learning and the prevailing circumstances.
- Ensure that vulnerable children receive sensitive and well-matched behavioural support commensurate to their needs.
- Involve pupils in developing rules and expectations, promote the development of self discipline and encourage pupils to take responsibilities for their actions.
- Promote and support appropriate communications between the school, its children, parents/carers and other agencies on the behaviour of individual children.
- Give pupils strategies for coping with inappropriate behaviour, including bullying.
- Ensure there is a robust approach to bullying or discrimination of any kind.
- Allow teachers the ability to physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they can be physically removed.
- Be supported by appropriate professional development for staff.

As each of our schools is required to have a behaviour policy and to make this policy known to staff, parents and pupils, each school's behaviour policy should include information on their power to use reasonable force – suggested DfE wording is as follows:

- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.