



FCVS

Behaviour Principles

September 2024

Scheme of Delegation	
Approval By:	FGB
Staff Lead Reviewer:	SLT
Assigned Governor	
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Farnham Common Village 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 young people, 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. We believe that good behaviour is essential to allow all our pupils to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promote good behaviour. 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 an inclusive school, 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 will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules:

Each class negotiate and agree a set of rules for their classroom at the beginning of each year. These rules are recorded and displayed in each classroom. Playground/Lunchtime rules are negotiated each year with the whole school in assembly and displayed. 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 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.

Conflict resolution:

Children are taught strategies to manage minor problems and conflict. If staff are required to deal with problems, they may use problem resolution strategies which are outlined in the behaviour policy. If persistent behaviour patterns occur a behaviour management plan may be implemented. Support will be offered as described in the school SEN policy where there is an SEMH concern.

The Head teacher may exercise the right of exclusion following Buckinghamshire County Council's exclusion tariff, including permanent exclusion in the case of a serious breach or persistent breaches of the school rules or after a serious one off incident such that if the child were to remain in the school it would seriously harm the education or welfare of the others in school.

This all greatly helps to support and nurture our school where acceptance and understanding of all is fostered and developed.

Home/School Agreement:

The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be 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 School Behaviour Policy 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):

- if every other effort has been made to resolve the issue without resorting to physical techniques
- the child is at risk or in danger of harming others, or of seriously damaging property and the child is seriously affecting the educational entitlement of other pupils
- the member of staff has good grounds for believing this and the child is warned orally that physical restraint will be used unless he/she desists.

The Governors expect that '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:

It is the head teacher and staff's statutory authority to discipline pupils for misbehaviour that occurs in school and, in some cases, outside of school. This would include where behaviour is inappropriate:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Which could have repercussions for the orderly running of the school
- Which poses a threat to another pupil or member of the public.

Pastoral care for school staff:

The Managing Allegations Policy includes details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation.

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013 Reviewed September 2015) has been used as a reference in producing this Statement of Behaviour Principles.