

Behaviour Principles



The governing body provides the following advice and guidance to the head teacher to maintain the school's behaviour policy and other related policies and practices such as, but not limited to, the School's various Codes of Conduct, Home School Agreement, Equality Policy and objectives, SMSC plan, Derogatory Language Protocols, Safeguarding and Child Protection Policies, H&S Week, safeguarding and anti-bullying action plans, curriculum planning, and other information and resources communicated to the school community.

- The governing body seeks to promote the highest expectations and standards for behaviour of all pupils and staff in order to promote a positive learning environment to enable everyone to reach their full potential.
- The school should enable pupils' development of self-esteem, confidence, independence and resilience. Pupils who feel valued and have their successes recognised tend to behave appropriately. If the ethos of the classroom and the school is positive then there will already be an atmosphere of mutual respect in which pupils are behaving appropriately and teaching and learning is leading to achievement.
- The school should promote the understanding and development of Christian values, particularly the school's core values of love and tolerance (respect for others), and also of British Values in our children.
- There is an expectation that all members of the school community will demonstrate mutual respect. All members of the school community will not use offensive language, will not undertake any form bullying and will at all times promote compassion and respect with regards to disability, age, gender, religion or belief, sexual orientation and race.
- Everyone in a position of responsibility should be a positive role model for pupils, including staff, families and visitors.
- The school will safeguard its community by providing a secure and safe environment in order for all members of staff and pupils to learn and work, including delivering its duties under the PREVENT strategy.
- Pupils should be empowered and equipped to make appropriate choices for which they are responsible.

- There should be incentives, rewards and recognition for a wide range of academic and non-academic achievements. Opportunities should be sought for rewarding all children for good behaviour. Rewards will be given consistently and proportionately.
- Behaviour will not be allowed to impact on the education and/or welfare of others, including bullying, violence and other forms of anti-social behaviour. A clear distinction will be made between the behaviour and the person – it is the behaviour which is unacceptable. Sanctions will be applied consistently, proportionately and reasonably considering individual needs. School practice should reflect reconciliation and restorative justice principles.
- There should be good communication of the school's expectations and the support it can provide for pupils' development of independence, resilience and self-esteem. There should also be good communication of the school's expectations for pupil behaviour both in and outside of school, and for that by families towards staff, other pupils and parents in and outside of school, and include behaviour on the Internet and social media.
- The behaviour, and related, policies and practices will always be applied in accordance with current education legislation and have regard to guidelines and recommended practices defined by the Department for Education, the local authority and any other body to which Hailey School is answerable. Hailey School should work with the Witney Partnership of schools and other appropriate networks, including the Diocese, to identify best practice for incorporation into school policy and practice.
- Specifically, the governing body state that the following policy and practice is allowed at Hailey School, within and in accordance with national guidelines:
 - teachers' (and other staff members') powers for discipline in schools,
 - teachers' powers to discipline beyond the school gate,
 - the power to use reasonable force and other physical contact,
 - the screening and searching of pupils,
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour,
 - where a staff member is accused of misconduct they should not automatically be suspended, pending an investigation (Reference should be made to relevant national guidelines and each case treated considering the nature of the accusation).
 - exclusion
- There is a complaints procedure that is accessible to all stakeholders, should the need arise.
- Criminal activity should be reported to the police.
- The head teacher will report to the governing body on attendance and behaviour, including an analysis of the use of exclusions at least three times a year.
- There will be a regular schedule of update to behaviour and related policies, but additional review and update (if necessary) should be initiated on receipt of new guidance from relevant bodies.
- There will be an annual audit/review of the impact of behaviour management policy and process and production of an action plan for continued improvement and maintenance of high-quality provision in this area. Annual anti-bullying, safeguarding and other related reports from such audits and analyses must be provided to the Local Authority as required.