

Conatus Federation

Behaviour Principles Policy

High standards of behaviour lie at the heart of a successful school, where all pupils can make excellent academic progress and develop as a person. As a federation of schools, we value everyone as an individual capable of growth, learning and kindness. In order to help guide the day to day decision making in our schools and policy direction, we have constructed this guidance for the Executive Headteacher. We recognise the behaviour of pupils is a 'language' in itself and that the promotion of excellent behaviour requires this 'language' to be properly 'heard' and the appropriate support, including safeguarding support to be swiftly delivered. All children, staff and visitors have the right to feel safe at all times, guided by a clear set of school rules

As a Federation we aim:

- To promote excellent standards of behaviour and discipline through a positive approach, applied fairly and consistently and supported a progressive set of sanctions that are also applied fairly and consistently by all staff.
- To provide clear guidance with regard to staff conduct and professional behaviours, to ensure well organised, creative and interesting learning experiences remain at the heart of our practice.
- Support and foster positive relationships between all staff and pupils
- Help in the creation of successful British Citizens
- To value the impact of appropriate and positive physical contact, particularly for very young pupils. This would likely include hand holding, comfort given to a distressed, injured or ill pupil, 'hi-5s', support or guidance during Physical activities.
- To promote the welfare of children and ensure they are safeguarded.
- To promote inclusive thinking
- To eliminate all forms of discrimination and promote respect

The Headteachers are expected to:

- Use discretion in the use of rewards and sanctions, though still with a view to being consistent, fair, proportional and reasonable as it is recognised that there are times that a bespoke approach is required in order to achieve the intended outcomes, not all of which it is practicable to detail in a policy. This may be relevant for some pupils with SEND, welfare or health challenges.
- Consider the interplay of behaviour alongside trauma, safeguarding concerns, wellbeing concerns and special educational needs as part of providing effective support to pupils and in decision making.
- Search pupils only where there is clear evidence or reason to suspect a pupil may have stolen an item or may have a dangerous or harmful object or substance on their person or within their belongings, including mobile phones. Harmful or dangerous items may include but are not limited to; drugs, sharp items such as scissors, knives, home-made objects, weapons, cigarettes, alcohol, lighters, matches, igniters, bleach and other harmful fluids, sexually explicit material. Pupils will always be asked to hand over items prior to the search.
- Search a child and their belongings though this does not include removal of clothes other than coats, jackets, jumpers (where there are clothes beneath the jumper), cardigans, shoes. The parents and carers will always be informed if their child has been searched on the same day where possible.

- Confiscate any items deemed to be stolen or potentially harmful or dangerous from any pupil. The parents and carers will be informed of any confiscated items and where appropriate will be asked to collect the items.
- Remove and confiscate any items of clothing that has been used as a weapon, this is likely to include shoes, belts, hair fastenings, and is only likely to be required in extreme situations.
- Use reasonable force as and when it may be required within the bounds of the DFE guidance.
- Discipline pupils in school for misbehaviour out of school hours where it has been reported to the school or witnessed by school staff, in line with the Schools' policies and in consultation with the pupils' parents / carers. This may include bullying and cyber behaviour.
- Ensure pupils displaying continuous disruptive behaviour have access to a multi-agency assessment at any point in their school career, as it is recognised that circumstances for pupils that affect behaviour may change overnight with extreme consequences which may compromise the safe and efficient running of the school for other pupils and may put the pupil themselves at risk. This would normally be done after an appropriate plan, do, review cycle had been carried out and that other support agencies had been informed or employed in the pupil's case.
- Challenge pupils that are not wearing appropriate uniform without very good reasons and may discipline pupils with 'time out' style sanctions and parents must be informed.
- Exclude pupils permanently or for a fixed term where the misbehaviour of the pupil at any time could have serious repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. Exclusions must only be used as a last resort and it is expected that the very low incidence of exclusions will be maintained. Key professionals, including the local authority will be notified.
- Take appropriate action including banning or prosecuting parents who chose not to conduct themselves properly, including but not limited to the use of violence or threatening behaviour and abuse.
- Consider in any circumstances whether it is appropriate to notify the police, PCSO, YOT team of actions taken against the pupil. The police should always be informed if the behaviour is criminal or poses a serious threat to a member of the school/wider community or the pupil themselves.
- Ensure that the advice from 'Dealing with Allegations of Abuse against Teachers and Other staff' is fully drawn upon in order to offer staff pastoral care where they have been accused of misconduct.
- Ensure the Governors are fully provided with oversight and data, including characteristics for all exclusions, suspensions, direction off site and managed moves for monitoring.
- Maintain an effective in-house record keeping system, with regular checks and support to ensure staff are trained effectively and pupils' individual cases are managed effectively.

Through appropriate detailing within the school policy, the Executive Headteacher may delegate these authorities to appropriate personnel at any time that it may be required.

This policy is monitored by the governing body, and will be reviewed annually.

Signed by:

Chair of Governors: Date:

(Conatus Federation)

Executive Headteacher: Date: