



ROUNDHAY SCHOOL

EST. 1903

Policy name: **Behaviour Statement**

Author: **G Hayward**

Governor committee: **N/A**

To be approved by: **Full Governing Board**

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Applicable to

PRIMARY CAMPUS

SECONDARY CAMPUS

SIXTH FORM

Behaviour Principles

At Roundhay School, the governors fully support the view outlined in the Department for Education document, Behaviour and Discipline in School, February 2014, which states, ***“A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the headteacher”***.

Governors expect that the school’s mottos of “Be Responsible, Be Resilient, Be Ready To Learn, Be Roundhay” are effectively supported through the School’s Behaviour Policies.

Governors encourage the Headteachers to set age-appropriate behaviour policies that specifically support the wide age range of children that attend our school, whilst recognising vulnerability in any pupils, seeking to understand the reasons behind certain behaviours and trying to link to other initiatives already established in school to tackle any disadvantage. In these cases, the school should consider whether additional help should, or could, be provided, or whether the matter should be viewed as a safeguarding issue.

Governors believe that high standards of behaviour are essential if children are to reach their full potential. The teaching environments need to be free from undue interruptions and the negative impact that poor learning behaviour can have on progress and attainment.

The main focus of Roundhay School’s Behaviour Policy should be to promote positive behaviour and mutual respect between staff and students and each other. Governors also expect that it will support pupils in being responsible members of our community, effectively prepare them for the next stage in their education and their transition to the workplace.

Staff should have the highest expectations of students with regards to behaviour; they should act as good role models, acknowledge and reward positive behaviour and act to minimise negative or disruptive behaviours.

It is up to the Headteacher to determine a framework of rewards and sanctions, and governors would like him to have regard to the following points:

- Systems should recognise and promote the value of children being able to intrinsically motivate themselves to behave well. However, governors acknowledge that alongside this, there needs to be a clear and easily understandable rewards and sanctions pathway.
- Staff and children need to clearly understand the expections placed on them and how any applicable rewards and sanctions pathways will be applied.
- All rewards and sanctions should be proportionate and fairly and consistently applied, and monitored for effective impact.

- Exclusions should only be used as a last resort. However, Governors fully support the Headteacher in making lawful decisions that ensure the safety and well-being of the school community.

It is essential that the Behaviour Policy set by the Headteacher is clear, is applied fairly and consistently and is understood by staff, students, parents and carers. Governors expect the Behaviour Policy to include reference to reasonable adjustment for SEND pupils.

Roundhay School is an inclusive school where all members of our community have the right to feel safe and free from discrimination of any sort as outlined in the Equality Act 2010. To support this, the school must have effective Anti-Bullying policies and procedures in places.

The Behaviour Policy should clearly acknowledge its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN). Parents/carers should be encouraged to be engaged in the life of the school and be helped to support their children's education.

The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he feels that one may take place.

The Governing Board expects that the following points outlined in the Department for Education's "Behaviour and discipline in schools. Guidance for governing bodies" is covered in the school's Behaviour Policy, either in the main body or as Appendices.

- a. Screening and searching pupils (including identifying in the school rules unless otherwise stated. items which are banned and which may be searched for);
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

Screening and Searching Students

The Headteacher will refer to the guidance 'Searching, screening and confiscation. Advice for head teachers, school staff and governing bodies'" in setting the schools policy for screening and searching pupils (including identifying in the school rules unless otherwise stated items which are banned and which may be searched for).

Use of reasonable force

Staff have the power to use reasonable force or make other physical contact. Force or physical contact must be reasonable in the circumstances – meaning using no more force than is needed.

The Headteacher will refer and follow the DfE guidance "Use of Reasonable force. Advice for headteachers, staff and governing bodies" when setting the schools policies and procedures.

The Power to Discipline beyond the School Gate

The School has the right to discipline pupils for poor behaviour which occurs beyond the school gates in certain circumstances. The Governing Board asks the head teacher to make it clear to pupils that they are ambassadors for the school. The school should also make clear in its behaviour policy, how it will respond to poor behaviour where a pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all of these circumstances, the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Pastoral care for school staff

The school should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing Body instructs the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

The school should reflect on whether continuous disruptive behaviour might be the result of unmet educational or other needs and if so, the school should consider whether a multi-agency assessment is necessary.

If when reviewing a pupil's behaviour, the School suspects that a child is suffering, or is likely to suffer significant harm, the School will follow its Safeguarding Policy.

The Governing Board

The Governing Board will monitor the effectiveness of the school's policies to support behaviour through Impact Meetings and the work of its Committees.

The Governing Board will meet its duty under section 175 of the Education Act 2002 requiring it to make arrangements to ensure that its functions are carried out with a view to safeguarding and promoting the welfare of children and its general duty to eliminate discrimination under section 149 of the Equality Act 2010.