



GOVERNORS' WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES & SCHOOL BEHAVIOUR POLICY, INCLUDING ANTI-BULLYING

Approved: 10 Oct 2023 by the Interim Executive Board
Next review: October 2024

Governors' written statement of behaviour principles

1. We, the governors of the Downland Village Schools Federation (DVSF), believe that all members of our school community have a right to learn and achieve in a happy safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.
2. We will require the staff to apply the policy consistently and fairly, as appropriate to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning, appropriate praise and celebration of outcomes. We recognise, however, that sanctions are occasionally necessary to demonstrate that challenging behaviour is not acceptable, and to provide boundaries and make our expectations clear. When children do not meet our expectations, either through consistent low-level disruption or more severe incidences, we expect the staff to try to teach the child what is expected, without humiliation or in public view. There will be times when children do not fulfil our expectations. In these cases, we expect the child to be encouraged to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect significantly lower than the national average rates of suspension and exclusion.
3. Some children - for example those with special educational needs, physical or mental health needs and looked-after pupils - can experience particular difficulties with behaviour, and the staff will seek to ensure that such pupils receive behavioural support according to their need (see paragraph C16 within the behaviour policy). However, when making decisions the staff must balance the needs of the individual with those of the school community and, where pupil behaviour places others at risk, the safety of the school community as a whole is paramount.
4. We expect that the school staff will always be responsive to the needs of children and will make their expectations of behaviour clear to them. However, given the importance of the safety of children, the governors support the school's authority to permanently exclude for a single offence, where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, we also support the staff's authority – if necessary – to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.
5. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement - and the policies that stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) - applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential), and when being educated as a member of one of our schools off-site.

School behaviour (including anti-bullying) policy

In the context of DVSF, the term headteacher refers to the executive headteacher if he is present or, in his absence, the deputy executive headteacher or senior teacher. Any references to "school" is intended to mean all three schools.

A. Introduction

1. At DVSF, we take great pride in the positive, caring behaviour of our pupils. In order to maintain this behaviour, we deliver assemblies and PSHE (personal, social and health education) lessons that allow the staff and pupils to address difficult situations and emotions which can be the root cause of disruptive, aggressive or disengaged behaviours.
2. We combine these opportunities for discussion and reflection with the Christian values which underpin the ethos of the school. We believe that:
 - a. Every child has a right to be taught
 - b. Every teacher has a right to teach
 - c. Every person has a right to be treated with care and respect
3. The leaders of the school aim to uphold the high standards of behaviour, first by setting examples that all members of the learning community can aspire to, and then by challenging behaviours that do not meet the standards we expect.

B. Rewards and positive reinforcement

1. At DVSF, we use positive reinforcement as the primary means of managing the behaviour of our pupils. We use house points to reward positive behaviours, which link closely to our Christian values.
2. **Verbal praise:** Teachers and support staff are expected to praise pupils fairly, consistently and regularly to ensure that they feel they are seen and valued.
3. **House points:** We expect good behaviour and effort from our pupils all of the time but, when pupils produce exceptional work or behaviour, they will receive house points. These are then gathered in 'sharing assembly' every Friday and the weeks house winner is announced. House rewards are given at the end of each term.
4. **Celebration assemblies:** Pupils have the opportunity to share any achievement which goes above and beyond normal expectations in weekly celebration assemblies - this may include work inside or outside of school.
5. **Headteacher's awards:** Awards are given by the headteacher for exceptional behaviour, work and kindness to others. These are also shared in Friday assemblies.

C. Our commitments

1. The governing board is responsible for:
 - Reviewing and approving the written statement of behaviour principles
 - Reviewing this behaviour policy in conjunction with the headteacher
 - Monitoring the policy's effectiveness
 - Holding the headteacher to account for its implementation
2. The governors will ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. (*Section 88 of the Education and Inspections Act 2006 (EIA)*).
3. The governors will:
 - a. consult (in whatever manner they think appropriate) the senior leadership team (SLT), school staff, parents/carers and pupils and then . . .
 - b. make, and regularly review, a written statement of general principles to guide the SLT in determining measures to promote good behaviour and discipline amongst pupils (see above); and
 - c. Notify the headteacher and give them related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
 - d. publish their written statement of principles on the school website.
6. Clear advice and guidance from the governing body, which feeds directly into the behaviour policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.

7. Staff may use physical intervention if the behaviour of a child or children is deemed to be dangerous to that child or others (including members of staff or visitors).
8. The school will provide staff with appropriate training on physical intervention to ensure that any risk is minimised. (*'Team Teach'* is the West Sussex preferred training organisation for this field)
9. Children deemed to have behaved in an unacceptable way will move through the class behaviour system which is well established in each classroom (see section D below), UNLESS the nature of the behaviour is severe and no justification can be offered. (Definition: severe behaviour will include violence towards another child; violence towards a member of staff; swearing at another child; swearing at a member of staff; sustained mental or physical bullying) In these instances the headteacher will discuss the behaviour with the child and the child's parents. The headteacher may decide that in extreme cases it is appropriate to exclude a child, at which point the LA will be contacted. It is only the headteacher who can suspend or exclude a pupil.
10. If theft or the carrying of an inappropriate item onto school grounds is suspected, the school reserves the right to search pupils' lockers although permission will be sought from the pupil in the first instance.
11. The power to discipline beyond the school gate: we expect the pupils of the school to act as ambassadors for the school while out in the local community. If a child or children undertakes inappropriate behaviour while out in the local community and it is reported to the school, the school may contact the parents and discuss with the children involved the nature of the behaviour and the impact that this behaviour can have on themselves, the school and the community.
12. If continuous disruptive behaviour is displayed by a particular pupil over a period of time, the school will seek a multi-agency assessment (via LBAT, West Sussex) to judge why the behaviours are taking place and how the school can best support the pupil in finding strategies which enable them to access the curriculum without disrupting the teaching and learning of others.
13. The governing body will question the headteacher about what the school's response should be to:
 - a. any bad behaviour when 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.
 - b. misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.
14. In all of these circumstances the senior leadership team will consider whether to involve additional agencies (Early Help, LBAT, Educational psychologists etc.).
15. If the behaviour is criminal or poses a serious threat to a member of the public, advice will always be sought from the police. In addition, school staff will 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.
16. If the behaviour displayed by the child is due to specific educational or behavioural needs then the school will work closely with the child and parents to try to understand what the behaviour is communicating. On some occasions it may be necessary to create an individual behaviour management plan which will vary depending on the needs of the pupil. Adaptations to the child's learning environment may be necessary and could include 'safe spaces', visual timetables and brain breaks along with sensory cushions and 'fiddle objects'-fidget spinners, stress balls, blue tack etc. The SENDCo may seek advice from the learning and behaviour advisory teachers for West Sussex alongside taking advice from the educational psychologist. Any behaviour management plans or modifications made to a child's learning environment or curriculum will only take place once parents and the child have been consulted and an agreement has been reached.
17. On some occasions the school may feel it necessary to refer children with some extreme or concerning behaviours to outside agencies such as CAMHS, Early help, LBAT, and educational psychologist. This will only be done after consultation with parents and the child.

D. Behaviour guidance and appropriate sanctions

Stage	Examples of behaviour	Possible sanctions	Notes
1	Calling out Wandering around the classroom Distracting others Low level aggravation	Verbal reminder Change of seating If warning has been given, name may be moved onto yellow on the traffic light system in each class	Where possible positive reinforcement of pupils behaving appropriately will be used to support children the pupils in making positive choices.
2	Continuing negative behaviours from Stage 1 Refusal to follow directions or complete tasks that they are capable of Nasty, unkind comments to other pupils or staff Provocation of other pupils	Move to red on the behaviour chart Firm voice used to remind pupils of behaviour expectations. Chances are given to move back to yellow	The teacher may decide at this point to keep a pupil back for some time (determined by the teacher and the age of the child) in order to discuss their behaviour or to give them time to catch up on their missed work.
3	Continuing negative behaviour from earlier stages	Staying on red on the behaviour chart.	As above. Teachers must communicate with lunchtime supervisors where necessary in order to ensure the continuation of the behaviour system. At this stage teachers may decide to send pupils for a time out to another teacher (staff will refer to this time as 'turnaround time') Staff in the classroom that the pupil has been sent to will endeavour to discuss the reasons for their visit and remind them that this is an opportunity to improve their behaviour.
4	Continuing negative behaviour from earlier stages	Continuation on red on the behaviour chart in second lesson.	Senior staff involved; parents are informed and are welcome to discuss this further with the class teacher or headteacher for further clarification if necessary.
Persistent stage 4 behaviour	Continued or escalating behaviour from earlier stages	Prevented from representing the school for a fixed period Internal Exclusion, Suspension or Permanent Exclusion	Parents are fully informed to ensure they understand the reasons behind the school's decision. The governing board will consider reinstatement of a pupil who has been permanently excluded.

E. Special circumstances

1. In certain incidences it may be decided that it is appropriate to skip the behaviour chart and refer the behaviour immediately to the headteacher.
2. These incidences would include, but are not limited to, violence towards pupils or staff; swearing at pupils, staff or other members of the learning community; fighting; leaving the premises without permission or adult supervision; abuse of the pupil acceptable usage policy; vandalism of school property; bullying (including cyber bullying); racism; sexism; theft.
3. In these incidences the pupil would be sent immediately to the headteacher. Parents would be notified of the situation at the earliest opportunity. The headteacher may feel it is necessary to discuss the situation with more than one member of staff present in order to accurately record the statements of the pupils involved and witnesses (bullying over time)
4. Sanctions for these behaviours may vary depending on the seriousness of the incident. Examples of potential sanctions are:
 - Internal exclusion (1 day working away from the classroom)
 - Suspension (the local authority is informed)
 - Full or part-time educated off-site
 - Permanent exclusion from the school (the pupil is removed from roll and placed in another school)
5. Whenever any of these behaviours are witnessed an ABCC chart (Please see Appendix 1) will be completed by a member of staff in order to help parents, staff and children understand what the behaviour is telling us.

F. Bullying

1. At DVSF, bullying is taken very seriously, and the staff and learning community are committed to ensuring that pupils are both educated about what constitutes bullying and how to deal with bullying and peer pressure. Staff are trained to deal with bullying in a consistent and appropriate manner.
2. Children are taught to recognise bullying through assemblies, PSHE lessons and during anti-bullying week and to feel confident to report bullying to an adult.
3. If the school receives an allegation of bullying, the senior leadership team will deal with this swiftly through investigation and recording of statements from both pupils and adults where appropriate. Should bullying be discovered, appropriate sanctions will be enforced (please see 'Special circumstances' above). Parents of all parties will be informed. The school will work closely with the children and families to ensure a resolution is found. Should any safeguarding concerns be linked with the investigation, the school Safeguarding Policy will be followed.
4. The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years. ABA defines bullying as:
"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"
5. There are four key elements to this definition: hurtful; repetition; power imbalance; intentional.
6. Bullying behaviour can be:
 - a. Physical – pushing, poking, kicking, hitting, biting, pinching etc.
 - b. Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
 - c. Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
 - d. Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
 - e. Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
 - f. Indirect – can include the exploitation of individuals.

Appendix 1: The ABCC chart used to record incidents of behaviour.

ABCC behaviour chart

Day/Date	Time of Day	A. Antecedents	B. Behaviour	C. Consequences	C. Communication
		What was happening before the behaviour occurred?	What did do?	What you/others did after the behaviour occurred.	What is the behaviour communicating?