

CHAILEY SCHOOL – STATEMENT OF PRINCIPLES, BEHAVIOUR POLICY

| SCHOOLS | |
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| RIGHTS | RESPONSIBILITIES |
| <ul style="list-style-type: none"> • To make clear the school’s statutory power to discipline students and that students and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect students and parents’ cooperation in maintaining an orderly climate for learning. • To expect students to respect the rights of other students and adults in the school. • Not to tolerate violence, threatening behaviour, or abuse by students or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. | <ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly, measures to ensure good order, respect and discipline. • To ensure the school behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation. • To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward students’ good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded students, and to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate students or colleagues. • To promote positive behaviour through active development of students’ social, emotional and behavioural skills. • To keep parents informed of their child’s behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety. |

STUDENTS

| RIGHTS | RESPONSIBILITIES |
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| <ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every student involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the head teacher/governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. | <ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow students, school property and the school environment. • Never to denigrate, harm or bully other students or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts. |

PARENTS

| RIGHTS | RESPONSIBILITIES |
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| <ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary. • To appeal to the head teacher/governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. | <ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion. |