



**May 2017**

## Roman Fields Provision

# Management Committee written statement of behaviour principles

Mandy Crow

**BEHAVIOUR - "Good behaviour is a necessary condition for effective learning to take place"**

Within the provision, some rules are essential; these are mostly matters of common sense to ensure the safety of our young people. The emphasis at Roman Fields is to praise positive behaviour, attitude and effort and to increase the young person's awareness of the need to make a positive contribution to our community.

<b>Management Committee written statement of behaviour principles</b>			
<b>Review Frequency</b>	Three years	<b>Review Date:</b>	May 2019
<b>Governor Committee responsible</b>	QSA		
<b>Governor Approval Date</b>	June 2017	<b>Website</b>	Yes
<b>Staff responsible</b>	Mandy Crow	<b>Date Produced</b>	May 2017

### **1. Safeguarding Statement**

1.1. At Roman Fields we respect and value all young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn in a stimulating, purposeful and secure atmosphere.

1.2. We believe every young person should be able to participate in all activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services. We recognise our responsibility to safeguard all those who access school and promote the welfare of all our students by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### **2. Management Committee Written Statement of Behaviour Principles**

2.1. Under the Education and Inspections Act, 2006, the Management Committee is charged with the duty to set the framework of the provisions policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

2.2. The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles, which committee members would expect to be followed. The policy aims to underpin the management committees' duty of care to young people and employees, promote teaching and learning and high standards of attainment and preserve the reputation of the provision. The statement is available upon request from the school and can be found on Roman Fields website.

2.3. This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

### **Values and Beliefs**

In order to enable effective teaching and learning to take place, desired behaviour in all aspects of life at Roman Fields is necessary. We seek to promote an inclusive and caring learning environment. A strong emphasis is placed on creativity to ensure that Roman Fields is an enjoyable place to learn. Young people's programmes are personalised to reflect their strengths and interests and they are encouraged to attempt areas they feel less confident in.

### **3. Creating a culture with strong values.**

Informed by research into values-led education, we will foster three principles of ambition, innovation and inclusion. We will create a culture in which empathy, respect, trust, courage and gratitude are explicitly and implicitly taught within a democratic community in which every voice is valued and everyone empowered to be the best that he or she can be.

The importance of collaboration will infuse the provision community – so that together everyone achieves more.

- Empathy: listening carefully to others, learning together for the benefit of all
- Respect: treating everyone with dignity
- Trust: building relationships with a shared vision
- Courage: developing resilience, determination and releasing the imagination to develop possibility-thinking attitudes
- Gratitude: acknowledging one another with good manners, with thoughtfulness and consideration for each member of our community and the contribution they make.

### **4. Every voice: a culture of ideas**

Our provision values the importance of empowerment and agency; All children, staff and families will be encouraged to contribute ideas about how the provision community can enable learning to be irresistible. Listening to young people and encouraging dialogue and debate will be central to our whole school approach.

### **5. Behaviour Principles**

5.1 We, the Management Committee of Roman Fields believe that all members of our community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our provision 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.

5.2 The policy will be applied with consistency and fairness, with regard 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. It is recognised however, that on occasions sanctions are necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. When young people do not meet our expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the young person what is expected, without humiliation or in public view. There will be times when young people do not fulfil our expectations. At these points, we will enable the young person 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 young people to learn from their mistakes, we expect lower than the national average rates of exclusion.

5.3 Some young people can experience particular difficulties with behaviour and the provision will seek to ensure that such young people receive behavioural support according to their need. However, when making decisions the provision must balance the needs of the individual with those of the school community and where a young person's behaviour places others at risk, the safety of the whole provision is paramount.

5.4 The provision will always be responsive to the needs of young people and will make its expectations of behaviour clear. However, given the importance of the safety, the Management Committee support the provisions authority to exclude where it is considered that allowing the young person to remain in the provision would seriously harm the education or welfare of the young person or others. Similarly, given the overriding need to keep young people safe, the provision will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others and any such force will be documented to the Head Teacher/Chair of Management Committee dependant on the severity. All such difficult situations will be handled with utmost respect of all the individuals involved.

5.5 We will always work with parents and carers to understand their son/daughter 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 young people, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all young people 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 off-site.

## **References**

Behaviour and discipline in schools: a guide for head teachers and school staff. DfE 2012#

Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools, DfE, 2012

Ensuring good behaviour in schools: a summary for head teachers, governing bodies, teachers, parents and pupils. DfE 2012

Exclusion from maintained schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion, DfE 2012

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