



## Governors' Statement of Behaviour Principles

Date

May 2019

Frequency of review:

As required

### 1. Background

1. All governing bodies in maintained schools are required to have a statement of behaviour principles. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
2. Section 88(2) of the EIA requires the governing body to:
  - a) make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
  - b) notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
3. When carrying out the functions under Section 88(2), the governing body must have regard to guidance issued by the Secretary of State. Paragraphs 6-11 below provide this statutory guidance.
4. The School Information (England) (Amendment) Regulations 2012 requires schools to publish their written statement of principles on a website.
5. The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.
6. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.
7. 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.

The governing body needs to notify the head teacher that the following should be covered in the school behaviour policy:

- a) Screening and searching pupils (including identifying in the school rules 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.
8. In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

9. Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

## **2. Aims**

- To provide an environment and community which fosters mutual respect and where every individual is valued, feels happy and secure
- To encourage and reward positive behaviour
- To encourage pupils to behave with consideration for others and their property
- To encourage pupils to come to terms with their own emotions
- To ensure consistency of approach in dealing with unacceptable or difficult behaviour
- To secure the support and co-operation of parents or carers in promoting positive behaviour in managing difficult behaviour
- To reflect British values and our school values in our approach to behaviour

## **3. Organisation and management**

Governors expect that every member of staff has a responsibility for promoting and maintaining good behaviour at all times within the school and when visiting places outside the school environment. Behaviour and discipline is organised and managed in accordance with the principles laid down in this policy. We listen carefully to complaints/concerns by parents and act upon them as quickly as we can. Findings are reported back as and when appropriate.

## **4. School code of conduct**

Good behaviour means governors expect everyone to:

- do their best;
- be polite, helpful and friendly;
- respect other people's feelings, needs and differences;
- take good care of the school building and property belonging to others;
- We also agree there are certain other rules we all try to adhere to:
- in the playground;
- in our classrooms;
- in the hall at lunchtime.
- Through discussion, each class adopts its own set of classroom rules, routines and values.

## **5. Parents**

As well as the staff and the children, Governors believe parents have responsibilities for promoting good behaviour:

- making sure the children attend school regularly, on time, appropriately dressed and ready to learn
- take an active and supportive interest in their child's work and progress
- support the authority and discipline of the school

## **6. Formal disciplinary procedures**

If a child displays serious or persistent anti-social behaviour, consultation is arranged between the teacher and parents so that an attempt can be made to correct the matter with the support of parents. In very exceptional cases, the Headteacher may exclude a child from the school for a fixed period, or may propose permanent exclusion in extreme cases. When a child is excluded for a fixed period of up to five days, they shall receive school work to do at home and will have it marked on return to school. The Headteacher will make arrangements with the parents for receiving the child back to school after a fixed-term exclusion, which will include the receipt of work completed during the exclusion. The governing body will meet, wherever possible, within 15 days of an exclusion that consists of a long period. Extra support will be sought from the LA to prepare for a child's return to school. The governors are responsible for ensuring that the proper procedures are followed when excluding a child.

## **7. Special Educational Needs**

Some children, for a variety of reasons, will be subject to stepped support, because their behaviour is of particular concern, in line with the Special Educational Needs Code of Practice. These children require a good deal of sensitivity and sympathy from those around them. This places high demands on our resources, physical and human, as well as upon their peers. Their behaviour will become the main focus of a One Plan and a programme will be devised to encourage positive behaviour. A consistent behaviour management plan may be written for children with very severe behavioural needs, involving all relevant members of staff. Governors expect that appropriate behaviour management is in place for children with SEND.

## **8. Recording and reporting**

Governors inspect the behaviour records at least once every half term and will expect to see clearly what action has been taken

## **9. Equality statement**

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.