



GOVERNORS' STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and purpose:

1. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2014).
2. The purpose of the statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governor's support when following this guidance. The document 'Behaviour and discipline in schools' – Guidance for Governing Bodies' has been used as a reference in producing this Statement of Behaviour Principles
3. This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the school's Behaviour Policy, though she should take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in the DfE publication "Behaviour and Discipline in Schools: a guide for Head Teachers and school staff" (Feb 2014). The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document. The Statement is published on the school's website.
4. The Behaviour Policy should be publicised, in writing, to staff, parents/carers and children and available on the school website.

In deciding on these Behaviour Principles, the Governors consulted with parents, pupils, school staff and the Head teacher to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected (school rules); the use of rewards and sanctions; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and Other adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012 (rev 2013)' and in relation to the Code of Conduct, Part 2 of the Teachers' Standards – Personal and Professional Conduct.

Part 1 of the Teachers' Standards also requires teachers to Manage behaviour effectively to ensure a good and safe learning environment. In doing so they are required to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy and procedures;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Principles:

1. *High standards of behaviour:* The governors of St. Paul's CE Primary School believe strongly that high standards of behaviour are integral for a successful school that enables all its children to make the best possible progress in all aspects of their school life and work and all staff to be able to teach and promote good learning without interruption.

2. *Right to feel safe at all times:* All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children; between children; staff and their colleagues and staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and,

even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy and procedures.

All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

All staff must be aware of the risk of radicalisation and be alert to changes in a pupil's behaviour which could indicate that they may need help or protection. The school's Online Safety Policy details our procedures for promoting online safety and preventing access to terrorist and extremist materials when accessing the internet. Pupils' resilience to radicalisation will be built up by achieving a positive ethos in school as laid out in the Whole School Behaviour Policy and procedures and with the promotion of fundamental British values.

3. *Inclusivity:* St. Paul's CE Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2014). To this end the school should have a clear and comprehensive Anti-bullying Statement that it is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

Measures to counteract bullying of all forms including cyber bullying, sexting and other forms of peer on peer abuse (also known as child on child abuse) and discrimination will be consistently applied and monitored for their effectiveness.

4. *Equality:* The school's legal duties under the Equality Act, 2014, in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff. This is particularly where reasonable adjustments in the Behaviour Policy application may be made.

5. *Home-School Agreement:* There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school. The responsibilities of children,

parents/carers and school staff with respect to children's behaviour should be outlined in the 'Home-School Agreement'.

6. *School Rules:* The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all children. The governors expect the rules to be consistently applied by all staff.

7. *Rewards:* Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

8. *Unacceptable/poor behaviour:* Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied. The range of sanctions should be described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision and, where applicable, home to school transport.

The governors strongly feel that exclusions, particularly those that are permanent, should be used only as a very last resort. The Whole School Behaviour Policy and procedures should explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. It should also explain the possible use of managed moves, what they are and how they should be used.

It should explain the use of off-site direction as a short-term measure that can be used as part of a school's behaviour management strategy. The governors support the use of work being given to support any short term off site direction.

It should explain the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, taking account of their age and understanding.

The governors will continue to monitor any exclusions to ensure that the sanction is only used, when necessary, as a last resort.

Headteachers must notify the local authority of any suspensions or permanent exclusions issued 'without delay', which is usually taken to mean immediately or within one day.

The headteacher is legally required to notify the social worker and/or Virtual School Headteacher if a pupil with a social worker or a looked after child is suspended or

permanently excluded. This notification must happen without delay after the decision to exclude has been made and is in addition to the duty to inform parents and the local authority.

The governors will support the Headteacher in cancelling an exclusion that has not been reviewed by the governing board (also known as withdrawing/rescinding a suspension or permanent exclusion) and should notify parents, the governing board and the local authority when this occurs, as well as the social worker and Virtual School Headteacher where the pupil has a social worker or is looked after.

The governors will implement the new guidance on the role of a social worker and Virtual School Headteacher during governing board meetings and independent review panel (IRP) meetings.

The Policy and procedures should include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. 'Unofficial' exclusions are illegal and so must be avoided. It is important that sanctions are monitored for their proper use, consistency and effective impact

9. The policies should include the following in some detail:

a. *Power to use reasonable force or make physical contact:* the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint. Mention should also be made of the need for individual pupil 'Behaviour Management Plans' which may specify particular physical intervention techniques for the pupil concerned.

b. *The power to discipline outside the school gates:* disciplining beyond the school gates covers the school's response to non-criminal misbehaviour and bullying (including cyberbullying and sexting) that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any school-organised or school-related activity; travelling to and from school; wearing school uniform or in some way identifiable with the school.

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- 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.

Power to Screen and Search Pupils

The Governors expect the Whole School Behaviour Policy and procedures to clearly explain to staff and others with authority their powers in relation to the screening and searching of pupils for items which are 'prohibited' and/or banned in accordance with the school rules.

Pastoral Care for School Staff

The Whole School Behaviour Policy and procedures must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head teacher to draw on and follow 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. In addition, the Whole School Behaviour Policy and procedures should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

Review:

This Statement of Principles will be reviewed every two years, or as necessary.

Associated Resources

- www.education.gov.uk
- A guide to the law for school governors
- Equality Act 2014
- Use of Reasonable Force
- Dealing with Allegations of Abuse against Teachers and Other Staff*
* Pastoral care for school staff