



Governing Body Statement of Behaviour Principles

Policy Contact Person	Chair of Governors
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Governor's Signature	
Date Signed	
Signed original stored in Business Manager's Office	





Governing Body Statement of Behaviour Principles

1.) Introduction

1.1 This Statement has been drawn up with reference to the following sources of reference regarding statutory requirements, the law and guidance in relation to managing behaviour matters in schools:

- a) Section 88 of the Education and Inspections Act, 2006.
- b) Behaviour and Discipline in Schools: Advice for Headteachers and school staff (DFE, January 2016).
- c) Use of Reasonable Force: Advice for Headteachers, staff and governing bodies (DFE, July 2013).
- d) Governance Handbook (DFE, November 2015).

1.2 The purpose of the Statement is to:

- a) Provide an overview for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared value expectations and aspirations of governors, staff and parents and for the pupils in the school, as enshrined in the school's vision statement.
- b) Help all school staff to be aware of, and understand, their responsibilities, powers and accountability in respect of managing pupil behaviour and discipline.
- c) Instil confidence in all staff that they will have the Governors' support when adhering to this Statement and the resulting Behaviour Policy.

1.3 The Statement is one of guiding principles, not practice. It is the responsibility of the Headteacher to draw up the school's behaviour policy and in its' formulation must have regard to the Statement. The Headteacher is also expected to take account of the guidance contained in the DFE Advice documents as referenced above.

1.5 The school's Behaviour Policy must be published online via the school's website (School Information [England] Regulations 2008) or made available on request, subject to the School's Charging & Remissions policy and with regard to the school's Equality Policy.

1.6 The Headteacher must publicise the school Behaviour Policy to staff, parents/carers and pupils at least once a year.

1.7 The governor's Statement and school's Behaviour Policy should be reviewed on an annual basis.

2) Inclusivity and Equality

Sandown Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in its' Equality Policy.

2.1 All members of the school community should be free from discrimination of any sort and the Behaviour Policy should have regard to the school's Equality Policy which sets out statutory obligations and duties.

2.2 The school must have a clear and comprehensive Anti-bullying Policy (including Cyber-Bullying) that is known and understood by all and consistently applied and referenced to in the Behaviour Policy.

2.3 Monitoring arrangements should be set out which allow the effectiveness of measures to counteract bullying and discrimination to be evaluated.

2.4 The Behaviour Policy should have regard to the school's legal duties under the Equality Act, 2010 in respect of how reasonable adjustments to its' application may be made by the Headteacher and the staff in order to safeguard vulnerable pupils, and particularly those with special or additional educational needs.

2.5 All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

3) Principles

3.1 The Governors of Sandown Primary School strongly believe that high expectations regarding behaviour and personal conduct for all, underpin a vibrant and successful school which enables:

(a) every pupil to reach their best possible level of achievement in all aspects of their school life and work;

(b) every pupil to achieve their best possible progress and personal development in all aspects of their school life and work;

(c) every member of staff to be able to teach, support and promote good learning without undue interruption or disruption;

(d) a culture of mutual respect and trust between staff and pupils and between pupils;

(e) all pupils and staff to feel safe and secure at all times in school and in their participation in wider school life and related activities;

(f) all visitors to the school to feel safe and free from the effects or threat of poor behaviour at all times and in all parts of the school.

3.2 To encourage Parents/Carers to support their children's education, the Governors expect the Headteacher to ensure that the Home/School Agreement is supportive of the school's Behaviour Policy.

3.3 Any School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards and types of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all students. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

3.4 Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reinforce good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

3.5 The Behaviour Policy should detail how unacceptable/poor behaviour may be sanctioned. Sanctions should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied.

3.6 Governors believe that sanctions should be applied in ways that are:

- a) proportionate;
- b) positive not demeaning or intimidatory;
- c) behaviour focused;
- d) respectful of the dignity of the individual pupil;
- e) age appropriate;
- f) appropriate to the level of development of the individual pupil.

3.7 The Governors strongly believe that exclusions, particularly those that are permanent, must be used only as a very last resort. Strategies available for supporting pupils experiencing temporary or longer term behavioural difficulties should be detailed within the Behaviour Policy.

3.8 The Behaviour Policy must set out the process by which a pupil or parent can appeal against a sanction that they believe has been applied unreasonably.

3.9 The Behaviour Policy should set out the criteria the school will use to determine when a multi-agency assessment will be considered for pupils who display continuous or frequently repeated disruptive behaviour.

3.10 The Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour

4) School powers and duties

The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

4.1 The power to Screen and Search Pupils.

- a) The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school (and as listed in the Behaviour Policy)
- b) The reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search.
- c) Governors would expect authorised staff to be appropriately trained in how to carry out a search or follow DFE guidance for such.

4.2 The power to use reasonable force or make other physical contact.

- a) The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises.
- b) The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained and what physical interventions may be appropriate and those that are not.
- c) The Governors expect that all staff will be given advice and training on prevention, early intervention, de-escalation and behaviour management techniques and the desirability that only appropriately trained or authorised staff will be called upon to restrain pupils.
- d) In those cases where particular physical intervention techniques or positive handling are identified as being necessary for particular pupils having a high risk of the need of such, the Governors expect individual pupil behaviour management/support plans to be drawn up and communicated to staff and parents/carers.

4.3 The power to discipline outside the school gates.

- a) The Governors expect the Behaviour Policy to set out the school's response to any non-criminal misbehaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school.
- b) The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

- c) In respect of the power to discipline beyond school premises, the Behaviour Policy must include the school's lawful response to any misbehaviour when the child is:
- Taking part on any school-organised or school-related activity;
 - Travelling to and from school;
 - Wearing school uniform;
 - In some other way, identifiable as a pupil at the school.
- d) Even if these conditions do not apply, the Behaviour Policy must consider misbehaviour at any time that:
- Could have repercussions for the orderly running of the school;
 - Poses a threat to another pupil or member of the public;
 - Could adversely affect the reputation of the school.

4.4 The school's duty of pastoral care for staff accused of misconduct:

- a) The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- b) Governors expect the Headteacher to draw on the advice in the school's policy for Dealing with Allegations of Abuse against Teachers and other staff guidance documents, when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers.
- c) Staff so accused should not be automatically suspended pending an investigation.

Sandown Primary School

Governing Body Meeting 07.07.16