



Governors' Statement of General Principles with regard to Behaviour

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2013). The purpose of the statement is to provide guidance for the head teacher in drawing up the school's Behaviour Policy and determining measures to promote good behaviour and discipline amongst pupils so that they reflect 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.

Clear advice and guidance from the governing body, which feeds directly into the behaviour policy, helps members of staff better understand the extent of their powers in respect of discipline and sanctions and how to use them. It also helps to ensure that staff can be confident of the governing body's support if they follow that guidance. This document will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Principles:

Right to Feel Safe at all Times:

All pupils, staff and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that violence or the threat of physical harm, bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of normal school hours or away from the school premises, will not be tolerated and will be dealt with according to the School Behaviour Policy.

High Standards of Behaviour:

The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. High quality teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their full potential and staff have the right to be able to teach and promote high quality learning without interruption. Governors also believe that the expectation of high standards of behaviour, which are required during the school day, can have a positive effect on the lives of young people outside school in encouraging them to become positive British citizens and valuable members of the wider community.

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Inclusivity and Equality:

Winslow CE Combined School is an inclusive school where all members of the school community should be free from discrimination, harassment and bullying of any description (as laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Statement that 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, religion, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation. The school's legal duties under the Equality Act 2010, in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the School Behaviour Policy and made known to all staff. We recognise that some pupils may need additional support to meet behaviour expectations.

School Rules:

The School Rules should be clearly stated in the School 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 that all staff will support rules and ensure consistent application and expectations across the school day.

Rewards:

We believe positive behaviours should be praised to encourage good behaviour in the classroom and elsewhere around the school. The Governors expect to see a range of clearly defined rewards, consistently and fairly applied in such a way as to encourage and recognise good behaviour. These should be made clear in the School Behaviour Policy. Reward systems must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions to discourage unacceptable /poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers and consistently and fairly applied across the school. It is important that sanctions are monitored for their proper use, consistency and effective impact. The range of sanctions should be clearly defined in the School Behaviour Policy so that children, staff and parents can understand how and when these are applied. The School Behaviour Policy must set out the criteria the school will use to determine when a multiagency assessment will be considered for pupils who display continuous disruptive behaviour. The School 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. The Governors expect the Head Teacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour.

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Home/School Agreement:

The Home/School Agreement is an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The Use of Reasonable Force or Other Physical Contact:

The Governors expect the School Behaviour Policy and the Use of Reasonable Force and Restraint 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. The School Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that reasonable force and restraint should only be used as a last resort. There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified, an individual pupil may have a 'Behaviour Management Plan' if appropriate which could specify a particular physical intervention technique for the pupil concerned.

The Power to Discipline Beyond the School Gate:

The Governors expect the School Behaviour Policy to set out the school's response to any non-criminal bad behaviour 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. In this respect, the School Behaviour Policy must include the school's lawful response to any unacceptable behaviour when the child is:

- Taking part on any school-organised or school-related activity; or
- Travelling to and from school; or
- Wearing school uniform; or
- In some other way, identifiable as a pupil at the school.

Even if these conditions do not apply, the School Behaviour Policy must consider misbehaviour at any time that:

- Could have repercussions for the orderly running of the school; or
- Poses a threat to another pupil, member of staff or member of the public; or
- Could adversely affect the reputation of the school.

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions

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taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Pastoral Care for School Staff Accused of Misconduct:

The Governors expect the School 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. Governors expect the Head teacher to draw on the advice of the DFE 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. Governors would not expect that staff so accused should be automatically suspended pending an investigation.

Screening and Searching Pupils

The School Behaviour policy should explain the school's powers of screening and searching pupils so that school staff have the confidence to use them, including the power to search pupils without consent. It should also explain the powers schools have to seize and then confiscate items found during a search.

Written: December 2016.

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