



## St Blaise C of E Church of England Primary School

### 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, 2013, updated 2105).
2. The purpose of the statement is to provide guidance for the headteacher 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 governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the school's Behaviour Policy, taking into account these principles. The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for head teachers and school staff.
4. This statement and subsequent Behaviour Policy must be publicised, in writing, to staff, parents/carers and children and available on the school website.
5. It should be remembered, that the Headteacher is a governor, unless she or he elects otherwise, alongside staff and parent representatives.
6. In line with the DfE guidance the following principles are written with: 'must' meaning a legal requirement and 'should', what will be included to promote good practice.

#### Principles:

1. *High standards of behaviour:* The governors of St Blaise Church of England School strongly believe that high standards of behaviour lie at the heart of a successful school. These high standards enable all 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 and between children. 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.

3. *Inclusivity*: St Blaise Church of England 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, 2010). To this end the school should 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, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

4. *Equality*: The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils are set out in the Behaviour Policy, Inclusion Policy and Equality statement and made known to all staff.

5. 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 Parents' Handbook. \(Previously Home-school agreement\)](#)

6. *School Rules*: The School Rules must 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*: A wide range of rewards should be 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 and displayed in the classroom.

8. *Unacceptable/poor behaviour*: Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and be 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. The governors feel strongly that exclusions, particularly those that are permanent, must be used only as a very last resort. This will be made clear in the school's Exclusion Policy.

10. The DfE guidance, Behaviour and Discipline in Schools, 2013, states the school's policies should include *the following in some detail*:

*a. Screening and searching pupil*: The governors do not think it necessary to 'screen' pupils. Searching pupils' pockets and their belongings must only take place if pupil and adult safety is a cause for concern and in accordance with guidelines set out in the Behaviour Policy.

*b. Power to use reasonable force or make physical contact:-ie the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving)*: The governors recognise that in order for some children to feel safe they need support from teachers and assistants who are 'Team-Teach' trained. These pupils will have support-handling plans in place, which will have been agreed with

parents/carers. Additionally, a definition of 'reasonable force' should be included in the school policy, which should explain how and when pupils may be restrained. Information on appropriate staff training should also be included.

*c. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour:* The governors believe it is in the best interests of pupils to receive support from other agencies.

*d. The power to discipline outside the school gates:* Disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school; and any school-organised or school-related activity. The response to any such issues should involve parents and carers. Issues to do with social networking will be dealt with in the same way.

*e) Under this legislation there is also a reference to Dealing with Allegations of Abuse against Teachers and Other Staff: and states employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation.* The governing body advises the head teacher to draw on 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. The governing body's has a designated governor who will ensure staff are appropriately supported; this governor must be made known to all staff.

**Review:**

This Statement of Principles will be reviewed annually along with the school Behaviour Policy.

Adopted **November 2017**

**Relevant school documentation includes:**

- Behaviour and Anti-Bullying Policies
- E-safety and Social Networking Policies
- Equality Policy
- Exclusion Policy
- Inclusion and SEN Policies
- Minibus Policy
- Mobile Phone Policy
- Safeguarding & Child Protection Policy
- Staff Handbook
- Parents' Handbook
- 'Whistle Blowing' -County Guidance