

GOVERNING BODY WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour and Discipline Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils.

The purpose of the statement is to advise and guide the Headteacher in drawing up the 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 follows guidance issued by the Department for Education (DfE) and will be reviewed in line with the Behaviour Policy review, and in response to any changes in legislation and DfE guidance.

The statement 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.

It should be noted that this is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the school's Behaviour Policy, though they must take account of these principles when formulating this.

Principles

Long Lawford is a community primary school. As such, the Governing Body believe that the Behaviour and Discipline Policy should be underpinned by the ethos, vision and values of the school, namely:

At Long Lawford Primary School we aim to have the highest possible quality of teaching and learning to enable all children to achieve their full potential. Together we are an Achieve, Care, Enjoy School (ACE).

Our key values are:

- To take pride in your school and community
- To do your BEST.
- To be honest.
- Respect yourself and others.
- To show good manners.
- To care for others.

Statement in practice

High standards of behaviour: The governors of Long Lawford Primary School strongly believe that high standards of behaviour lie at the heart of a successful school and 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.

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.

Inclusivity: Long Lawford 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 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, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

Equality: 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 Behaviour Policy and made known to all staff.

Home-School Agreement: 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 must be outlined in the 'Home-School Agreement' which children and parents/carers must be asked to sign when a child joins the school.

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.

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.

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.

Power to use reasonable force or make physical contact: Governors expect the Whole School Behaviour Policy/ Use of Reasonable Force Policy to clearly outline the circumstances in which reasonable force may be used in order to control inappropriate behaviour, 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.

The power to discipline outside the school gates: Governors expect staff to respond to non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at 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, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Pastoral care for school staff: 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 Headteacher 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.

Review:

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