



Coldean Primary School

"Learning together, inspiring each other."

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, 2014).

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 governors' support when following this guidance.

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 they must take account of these principles when formulating this. The head teacher is also asked to take account of the guidance in DfE publication *Behaviour and Discipline in Schools: Advice for Head teachers and school staff* (February 2014)

Although the school's legal duties for compliance with section 149 of the Equality Act 2010 with regards to the elimination of discrimination (which are described in the Equality Policy), and with section 175 of the Education Act 2002 with regards to safeguarding and promoting the welfare of children will be reinforced in the Behaviour Policy, reasonable adjustments to the application of the Behaviour Policy may be made by the head teacher and the staff in order to safeguard vulnerable pupils, and particular those with special educational needs.

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children and available on the school website.

Principles:

High standards of behaviour: The governors of Coldean Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables all of 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: Coldean 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, belief, 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

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. The governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place. Sanctions should be monitored for their proper use and effective impact.

Accusation against staff: The Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff. Governors expect the Head teacher to draw on the advice in *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. Staff so accused should not be automatically suspended pending an investigation.

The Behaviour Policy 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.

b. *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. This includes any misbehaviour when the child is taking part in any school-organised or school-related activity. In this respect, the Behaviour Policy must include the school's lawful response to any bad 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 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 or member of the public; or
- Could adversely affect the reputation of the school