



## GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

Date Policy Adopted: June 16

	Date of Next Review by
Headteacher/SLT	June 2017
Approval	Finance and General Personnel

*This statement has been drawn up in accordance with the Education and Inspection Act 2006 and the Department for Education (DfE) Guidance for Governors on Behaviour and Discipline in Schools, September 2015.*

*The purpose of the statement is to provide guidance to the Head teacher in drafting the schools Behaviour Policy so that it reflects values of the school and the shared aspirations of governors, parent/carers of pupils, staff and pupils at the school. It also highlights appropriate legislation and guidance which need to be reflected in the policy.*

*The Head teacher must ensure that the Behaviour Policy is made available to staff, parents/carers and pupils and is posted on the school website. The Policy and Statement of Principles will be reviewed annually.*

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head teacher and are set out in a range of school policies.

The Governors at Broseley C of E Primary School believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At Broseley C of E Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity.

We have high expectations that support the development of our students as responsible citizens, able to participate democratically in their community. The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

#### **Principles:**

**The right to feel safe at all times.** All students, staff and visitors have the right to feel safe at all times at school.

**High standards of behaviour.** High standards of behaviour are essential to facilitate effective teaching and learning and to ensure a happy, vibrant, productive and safe learning environment through the whole school. Governors also expect pupils to display the high standards of behaviour demanded at school when they are representing the school off-site at events and visits, when they are travelling to and from school and when they are wearing the school uniform off-site. The Policy will outline the action to be taken by the school when such bad (non-criminal) behaviour is observed or reported to the school.

**The uniqueness of each individual.** The Behaviour Policy will recognise that children have varying needs and backgrounds and some pupils may need additional support to meet the behaviour expectations of the school. The school has legal obligations (Equality Act 2010) in meeting the needs of pupils identified as having Special Educational Needs and those identified as 'vulnerable' and will seek the involvement of external agencies to assist in behaviour support as and when necessary. All members of the school community should be free from discrimination of any sort as stipulated by the Equality Act 2010. Measures to protect pupils from bullying and discrimination on the basis of gender, race, disability, sexual orientation or background will be clearly set out in the Behaviour Policy.

**Rewards and Sanctions.** Rewarding the good behaviour of individuals or groups of pupils helps to encourage future patterns of positive behaviour and reinforces aspirations and expectations of the school. A range of reward strategies will be included in the policy. A hierarchy of sanctions for unacceptable behaviour should also be included and be known and understood by all pupils, staff and parents/carers so that it is clear how and when these are applied. This includes the school's position on exclusions which should normally be a sanction used as a last resort.

Governors would expect to see the frequency of rewards far outweighing that of sanctions.

**Additional powers to support behaviour management.** The Behaviour Policy will also include the following, using the specific guidance issued by the DfE. Governors recognise that these are extreme measures to be used in exceptional circumstances.

- The power of school staff to screen or search a pupil where there is a reasonable belief that he/she possesses an item that is 'prohibited'\* or banned in accordance with school rules.
- The power to use 'reasonable force'\* and other physical contact to control inappropriate behaviour. Governors expect that appropriate and 'authorised'\* staff have undergone necessary training. The Policy should define 'reasonable force'.

**Parent/Carer support.** The Governors expect students and parents to cooperate to maintain an orderly climate for learning.

**Allegations against school staff.** The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards the school's staff will not be tolerated. Governors expect the Head teacher to draw on the advice contained in the 'Dealing with Allegations of Abuse against Teachers and Other School Staff' guidance document when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers.