



Governors' statement of behaviour principles

1. Rationale and purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006 and adopted by the Governing Body following appropriate consultation with the Headteacher, staff, students and parents.

The purpose of this Statement is twofold:

- to guide the Headteacher in determining measures to promote good behaviour and discipline amongst students by stating the principles that the Governing Body expects to be followed; and
- to notify the Headteacher and give related guidance of the particular measures or issues which the Governing Body expects the School's behaviour policy to include or address.

This is a statement of general principles, not practice. It is the responsibility of the Headteacher to formulate the School's behaviour policy, taking account of this Statement and relevant legislation and Department for Education guidance, and to determine the standards of acceptable behaviour (so far as not determined by the Governing Body) and the School rules.

2. Principles

High standards of behaviour: The Governing Body believes strongly that high standards of behaviour are fundamental to a successful school. High standards enable:

- all students to achieve the best possible progress in all aspects of their school life and be guided in their development as valued, responsible citizens; and
- all staff to teach and promote outstanding learning, without undue interruption or harassment.

School policy should therefore be designed to promote the best possible behaviour from all students, both in and outside the classroom.

The Governing Body believes that the highest standards of behaviour should be encouraged and underpinned by:

- delivering a relevant, engaging curriculum tailored, where practicable, to individual needs and preferred learning styles;
- teaching students the skills required to moderate and temper inappropriate or poor behaviours;
- teaching and supporting students to take account of their own actions and develop accountability;
- clearly setting out and communicating on a regular basis to all members of the School community the School's expected standards of behaviour from adults and students, with appropriate explanations, where necessary;



- dealing with unacceptable behaviour promptly, fairly, proportionately and reasonably;
- a proactive, consistent and diligent approach from staff in implementing the School's behaviour policies and protocols;
- staff professional development and support to achieve best practice in classroom and behaviour management;
- working with students and their families to nurture excellent communication strategies and foster improved relationships and partnership work;
- cultivating an ethos which fosters discipline, mutual respect and the optimal learning environment.

The emphasis will be on encouraging the best possible behaviour through high expectations, a focus on learning, rewards and recognition. The Governing Body acknowledges, however, that sanctions are, in certain circumstances, necessary to demonstrate that misbehaviour is not tolerated and to deter other students from similar behaviour. Students must take responsibility for their own behaviour and understand it has consequences. Sanctions should enable students to reflect on, and learn from, their behaviour and make reparation, wherever possible.

The right to feel safe: All students, staff and visitors to the School have the right to feel safe at all times and in all parts of the School, free from the effects of poor or unacceptable behaviour. There should be mutual respect between all members of the School community and the School's policies and practices should help foster this.

Inclusion and equality: The Governing Body expects any policy or actions to be in accordance with their duty to make arrangements to safeguard and promote the welfare of children under section 175 of the Education Act 2002 and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

Violence and abusive or threatening behaviour: The Governing Body wishes to emphasise that violence and threatening or abusive behaviour, whether verbal or physical, will never be tolerated.

Exclusion: When reaching decisions, the School must balance the needs of an individual student with those of the whole School community. Where student behaviour places others at risk, the welfare of all and the learning of the student body are paramount, and exclusion should be considered and, where warranted, used by the Headteacher. The Governing Body endorses the right of the Headteacher to permanently exclude as a last resort a student in response to a single, serious breach or persistent breaches of the School's behaviour policy where allowing the student to remain in the School would seriously harm the education or welfare of the student or others in the School.

3. Particular measures and issues to address

Whilst the Governing Body recognises and fully acknowledges the Headteacher's responsibility to formulate the School's behaviour policy and determine the standards of behaviour and school rules, the following measures and issues should be addressed:



Rewards: The Governing Body would like to see a wide range of rewards consistently and fairly applied to incentivise, recognise and reward not only good behaviour but also student's successes and/or efforts. Rewards should be made clear in the School's behaviour policy and regularly monitored for their consistent, fair application and effectiveness. It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student. The Governing Body anticipates that the Headteacher and staff will exercise appropriate discretion in their use.

Sanctions: Sanctions should be known and understood by all staff, students and parents and consistently, fairly and proportionately applied. The full range of sanctions should be set out in detail in the School's behaviour policy so that it is clear to all how and when sanctions will be imposed. Sanctions should be monitored regularly for their proper use and effective impact.

Home/school agreement: The responsibilities of students, parents and staff with respect to a student's behaviour must be covered in the home/school agreement which students and parents/carers must be asked to sign before a student joins the School.

Code of conduct: The School's expected standards of behaviour should be clearly set out in a code of conduct. The code should be set out in the School's behaviour policy, published in students' planners and on the School website, displayed throughout the School site and shared with and explained to students. The Governing Body expects the provisions of the code to be applied consistently and fairly by all staff and reviewed regularly for effectiveness and relevance.

Anti-bullying policy: Every member of the School community should be free from any form of discrimination, harassment or bullying (as provided in the Equality Act 2010). To this end, the School must have a clear, comprehensive anti-bullying policy that is known and understood by all, consistently and persistently applied and regularly monitored for its effectiveness and implementation. The policy should include sufficiently robust measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation or background.

Use of reasonable force and other physical contact: The Governing Body endorses the legal powers conferred on staff and other authorised persons (i) to use reasonable force and other physical contact to prevent students from hurting themselves or others, damaging property or causing disruption or disorder and (ii) to use reasonable force to search without consent for prohibited items (as specified in Section 550ZB(5) Education Act 1996). The behaviour policy should set out in sufficiently reasonable detail such powers and include a policy on the circumstances in which force and other physical contact may be used.

Searching, screening and confiscation: The Governing Body requires the behaviour policy to address explicitly the reasons for searching students and detail who may search, when and where, what will happen to items confiscated (including data or files on any electronic device found) and the sanctions that will be applied. The School rules must clearly identify items which are banned by the School and which may be searched for. The policy should make clear that parents do not have to be informed before a search.



Power to discipline beyond the School gate: The behaviour policy should set out what the School will do in response to non-criminal bad behaviour and bullying which occurs off the School premises and which is witnessed by a staff member or reported to the School, including the sanctions that will be imposed on students. In addition, the policy must identify what the School's response will be to:

- any bad behaviour when a student is taking part in a School-organised or School-related activity or travelling to or from School or wearing School uniform or in some other way identifiable as a student of the School; or
- misbehaviour at any time that could have repercussions for the orderly running of the School or poses a threat to another student or member of the public or could adversely affect the reputation of the School.

The policy should establish in which of these circumstances and by which member(s) of staff the School will notify the police or local anti-social behaviour co-ordinator of the action(s) taken by the School against a student. The policy should stipulate that if the behaviour is criminal or poses a serious threat to the public, the police will always be informed.

Allegations against School staff: The behaviour policy should set out the disciplinary action that will be taken against a student who is found to have made malicious accusations against a member of staff. The policy should also address the pastoral support School staff can expect to receive if they are accused of misusing their powers. In formulating this area of the policy, the Headteacher should draw on the Department for Education advice in the "Dealing with allegations of abuse against teachers and other staff" guidance. Staff so accused should not be automatically suspended pending an investigation.

Publishing and publicising the behaviour policy: The School's behaviour policy must be published on the School website and should be distributed to all members of staff via e-mail and made available to all on request. The policy should be publicised by the Headteacher to staff, parents and students at least once a year in writing in line with section 89 Education and Inspections Act 2006 and otherwise as appropriate, for example, during INSET days, School assemblies, parent evenings and tutor time.

4. Governing Body approval and review of Statement

This Statement has been produced by the Student Committee of the Governing Body and endorsed by the full Governing Body at its meeting on 6 November 2018.

The effectiveness of this Statement is kept under review by the Student Committee.

The Statement will be formally reviewed by the Student Committee and readopted by the full Governing Body every three years or earlier, if appropriate.

29 January 2019

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Chair of the Governors



Sources:

Education and Inspections Act 2006 (sections 88, 89 and 93)

Education Act 1996 (section 550ZB(5))

Education Act 2002 (section 175)

Equality Act 2010 (section 149)

The following Department for Education publications:

- Behaviour and discipline in schools – guidance for governing bodies
- Behaviour and discipline in schools – advice for headteachers and school staff (January 2016)
- Exclusion from maintained schools, academies and pupil referral units in England – statutory guidance for those with legal responsibilities in relation to exclusion (September 2017)
- Use of Reasonable Force – advice for headteachers, school staff and governing bodies (July 2013)
- Searching, screening and confiscation – advice for headteachers, school staff and governing bodies (January 2018)

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