



“CREATIVITY, RESPONSIBILITY, RESPECT, AND HAPPINESS”

BLUE COAT CE VA PRIMARY SCHOOL

Governors’ Statement of General Principles with regard to Behaviour

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| Committee responsible for this policy | Full Governing Body |
| Policy initially approved by FGB | 2 nd Dec 2014 |
| Policy reviewed/amended | Amended 28 th Mar 2017 |
| Policy review term | Triennial |
| Policy due for review | 2020 |



Statement of Intent / Scope of the Policy

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and Department for Education guidance (Behaviour and Discipline in Schools, 2016).
2. 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 for the pupils 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 Head teacher to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The Head teacher is also asked to take account of the guidance in the Department for Education publication - Behaviour and Discipline in Schools: A guide for Head teachers and school staff.
4. The Behaviour Policy must be reviewed annually, publicised, in writing, to staff, parents/carers and pupils and made available via the school website.

Principles

1. **High standards of behaviour:** The Governors of Blue Coat CEVA Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables
 - a. all its pupils to make the best possible progress in all aspects of their school life and learning and
 - b. all staff to be able to teach and promote good learning without undue interruption.
2. **Right to feel safe at all times:** All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. 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:** Blue Coat CEVA 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 Policy 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 adequacy and 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 should be set out in the Behaviour Policy and made known to all staff.

5. **Home-School Agreement:** Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour must be outlined in the 'Home-School Agreement' which pupils and parents/carers must be asked to sign when a pupil joins the school.
6. **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 pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
7. **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 and regularly monitored for their consistent, fair application and effectiveness.
8. **Unacceptable / poor behaviour:** Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, 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.
9. **Expectations:** Governors expect the Headteacher to draw on the advice in *Keeping Children Safe in Education (2015)* and to see expectations of staff behaviour formalised in a Code of Conduct (or Staff Protection Policy). Guidelines for dealing with allegations of abuse made against teachers and other staff should also be set out clearly.
10. **Accusations:** The Behaviour Policy should set out the disciplinary action that will be taken against pupils 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 document 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 be automatically suspended pending an investigation.
11. **The Governors expect the Head teacher to include the following in some detail in the Behaviour Policy [or other more relevant policy]:**
 - a. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors would expect staff to be trained in the use of positive handling and restraint where and when it is needed.
 - b. The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere



off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

- (c) Multi-agency assessments: Should be considered if pupils display continuous disruptive behaviour and maybe considered at other times as necessary.
12. **E-safety:** The Governors expect the school to publish, maintain and promote with students, staff and parents an *E-Safety Policy* and related documents such as Acceptable Use Policies (AUPs) that set down clear guidelines for the safe use of the internet, computers and all electronic devices including mobile phones and tablets.
13. **Review:** This Statement of Principles will be reviewed every 3 years, or as necessary. Review will be by the Full Governing Body.

This Statement of Principle was agreed by the Full Governing Body on 28th March 2017