

St. Peter's C of E Junior School
A Place for All to Flourish

GOVERNORS' STATEMENT of BEHAVIOUR PRINCIPLES

Introduction and Purpose

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations of governors for the children at St Peter's, as well as taking 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 can be confident that they have the governors' support when following this guidance.

It is the responsibility of the Headteacher to draw up the school's Behaviour Policy, though he must take account of these principles when formulating the policy.

Principles and Expectations

Right to feel safe

All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable, and even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

High Standards of Behaviour, Respectful Relationships and Self-Discipline

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

(DfE 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff'. September 2022)

Governors endorse this statement and furthermore, believe that high standards of behaviour and respectful, positive relationships are essential for an effective school, and for achieving the school's aim to be 'A Place for All to Flourish'. Governors also believe that meeting high standards of behaviour and developing self-discipline will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

Inclusivity and Equality

St Peter's is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted through the school's aim, in the day-to-day life of the school, and in the application of the Equality Policy. The school's Behaviour Policy must state that bullying and discriminating behaviour will not be tolerated and will include a clear, concise anti-bullying statement that can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Headteacher.

Reasonable adjustments to the application of the Behaviour Policy may be made by the Headteacher and the staff in order to safeguard vulnerable pupils, and particularly those with special educational needs.

Rewards and Sanctions

Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage and praise good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Behaviour Policy must make it clear how and when rewards and sanctions, will be applied.

The Behaviour Policy must explain when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. The Behaviour Policy must set out the process by which a pupil or parent can appeal against a sanction that they believe has been applied unreasonably. Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour.

The Headteacher will monitor the rewards and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors

The Use of Reasonable Force or Other Physical Contact

Governors expect the Behaviour Policy to set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained.

Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In those cases where physical intervention techniques are identified as being necessary for particular pupils, Governors expect individual pupil behaviour management plans to be drawn up.

Power to Screen and Search Pupils

Governors expect the Behaviour Policy to explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

Pastoral Care for School Staff Accused of Misconduct

Governors expect the Behaviour Policy to 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 Headteacher 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.