



SAUNCEY WOOD PRIMARY SCHOOL

Governing Body Statement of Behaviour Principles

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| Reviewed | November 2021 |
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Introduction

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the Governing Body to make, and from time-to-time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils (which will be set out in the school's Behaviour Policy). The governors must notify the Headteacher and give them related guidance if they want the school's Behaviour Policy to include particular measures or address particular issues.

In preparing the statement of principles, the governors will consult the Headteacher, school staff, parents and pupils to ensure that the principles are both relevant and appropriate for the standard of behaviour expected. The practical application of these principles is the responsibility of the Headteacher, implementing them through the school's Behaviour Policy.

This written Statement of Behaviour Principles has been prepared regarding the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (July 2013 edition, updated September 2015).

Behaviour at Sauncey Wood Primary School

We are a caring community whose values are built on mutual trust and respect for all. Our Behaviour Principles are, therefore, designed to support the way in which all members of the school can live and work together, and to promote an environment where everyone works together and feels happy, safe and secure. The governors believe that high standards of behaviour are essential for a successful school and for achieving the school's mission.

Our Mission

With care, support and friendship the Sauncey Wood family mission is to work with our community to welcome, educate and enrich every child, providing a personalised and excellent education where children are actively encouraged to challenge themselves and others to achieve their full potential.

Behaviour Principles

1. The right to feel safe and included:

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 in line with our Behaviour Policy.

2. The right to learn:

Children have the right to learn and to achieve their potential in all aspects of their lives, and staff have the right to teach. Good teaching and learning promote good behaviour and good behaviour promotes effective learning.

3. The right to respect:



All members of the school community (pupils, staff, parents/carers and governors) should show respect for one another, and all members of the school community should be listened and responded to.

4. High Standards of Behaviour:

The Governors believe that high standards of behaviour from pupils, staff, parents and carers are essential for a successful school, to support us in our mission and to help us achieve our vision. All pupils will be encouraged to be accountable for their own behaviour and will be supported to make positive choices. We also believe that our high expectations of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

5. Inclusivity and Equality:

We are an inclusive school where all members of our community should be free from discrimination of any description, this is set out in our Behaviour, Anti-Bullying and Equality Policies where we are clear that bullying and discriminating behaviour will not be tolerated. The Anti-Bullying Policy includes 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 and the Governing Body.

Although the school's legal duties 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 Headteacher and the staff in order to support and safeguard vulnerable pupils, and particular those with special educational needs.

6. Rewards and Sanctions:

We have in place a range of clearly defined rewards and consequences that encourage good behaviour, discourage unacceptable behaviour, and that can be applied consistently and fairly across the school considering SEND, disability and the needs of vulnerable children, and offering support as necessary. The Behaviour Policy makes it clear how and when rewards and consequences, which include both fixed-term and permanent exclusions, will be applied. For consistency, the rewards and consequences will be explained to others who have responsibility for pupils, such as those supervising home to school transport and extended provisions so that there is a consistent message to pupils that good behaviour reaps positive outcomes.

The Behaviour Policy will set out the criteria the school will use to determine when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. The Behaviour Policy will set out the process by which a pupil, parent or carer can appeal against a consequence that they believe has been applied unreasonably.

The governors have tasked 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 reward and consequence system regularly for consistency, fairness and effectiveness and report back to the governors.

The governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.

7. Home/School Agreement:



The governors expect the Headteacher to ensure that the Home/School Agreement is consistent with the Behaviour Policy, thus encouraging parents and carers to support their child's education. The agreement will reference behaviour in relation to e-safety specifically.

8. Power to Screen and Search Pupils:

The Behaviour Policy explains that staff and others with authority, their powers to screen and search pupils for items that are prohibited or banned from school.

9. The Use of Reasonable Force or Other Physical Contact:

The Physical Intervention Policy defines the circumstances under which those with authority may use reasonable force or other physical contact to control inappropriate behaviour, to prevent harm to others or to property, to remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises.

The Physical Intervention Policy includes a definition of 'reasonable force' and explains how and under which circumstances pupils may be restrained. All staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In cases where physical intervention techniques are identified as being necessary, individual pupil behaviour management plans must be drawn up.

10. The Power to Discipline Beyond the School Gate:

The Behaviour Policy will set out our response to any non-criminal negative behaviour that occurs away from the school premises. In this respect, the Behaviour Policy will include the school's lawful response to any negative 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 will cover 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.

11. Pastoral Care for School Staff Accused of Misconduct:

The Behaviour Policy sets out the actions that will be taken where pupils are found to have made malicious accusations against school staff. The Headteacher will 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.