

## GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction under Section 88 of the Education and Inspections Act 2006 the Governing Body of Scantabout Primary School is required to make and review a written 'Statement of Behaviour Principles'. The Head teacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education.

This Statement of Behaviour will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

### Principles

**Right to feel safe at all times:** 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:** The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting high standards 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.

**Non-negotiables:** The school behaviour management system reflects the bottom line behaviours that will not be tolerated at any level and should be clearly set out in the Behaviour Policy. Governors expect these expectations to be consistently applied by all staff and understood by children, whilst recognising the varying needs of all pupils.

**Inclusivity and Equality:** Scantabout Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. Measures to protect children should be set out in the Behaviour and Equality policies.

**Rewards and Sanctions:** The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage 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, which include both fixed-term and permanent exclusions, will be applied. The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

**Pupil/Parent Conduct:** The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

**Power to Screen and Search Pupils:** The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school (and as listed in the Behaviour Policy).

**The Use of Reasonable Force or Other Physical Contact:** The Governors expect the Behaviour Policy to clearly 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. The Governors expect that 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 particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil behaviour management plans to be drawn up.

**The Power to Discipline Beyond the School Gate:** The Governors expect the Behaviour Policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the Behaviour Policy must include the school's response to any bad behaviour outside of school.

**Pastoral Care for School Staff Accused of Misconduct:** The 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 Head teacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers and other School Staff' 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.