



## **GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES**

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

## **Vision:**

**At Blackwell we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.**

Our wider Curriculum is based upon the UN Rights of the Child and our behaviour policy aligns with these Rights alongside our educational principles for ensuring good behaviour and learning.

## **Right to feel safe:**

All young people, staff and other members of the school community have the right to feel safe whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside of the normal school hours. We believe that our children should participate in school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Blackwell First School. We recognise our responsibility to safeguard all those who access school and promote the welfare of our children by protecting them from physical, sexual and emotional abuse, neglect, bullying and radicalisation.

## **High standards of behaviour:**

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve well in all aspects of their lives, and staff have the right to teach. Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside of school in encouraging them to become successful citizens.

## **Inclusivity and Equality:**

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. The school's legal duties in order to comply with the Equality Act 2010 will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils.

We recognise some pupils may need additional support to meet behaviour expectations.

### **School Rules:**

School rules will be detailed in our Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence. We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

### **Rewards:**

We believe positive behaviours should be expected and supported through affirmation, positive praise and an ethos of positivity. This encourages the children to learn that to behave well brings rights, which benefit them and are part of their lifelong behaviours.

### **Sanctions:**

Sanctions for unacceptable and inappropriate behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision. It is important that sanctions are monitored for their proper use, consistency and effective impact. We follow a restorative approach to behaviour sanctions, withdrawing sanctions where they have been abused or making amends where possible.

### **The use of Reasonable Force:**

The Governors expect the Whole School Positive Behaviour Policy clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

- Causing injury to themselves or others
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Causing disruption by engaging in behaviour, which is seriously prejudicial to good order and discipline.

The Governors expect that 'authorised' staff members are appropriately trained in the use of reasonable force and restraint and that all staff members are given advice on de-escalation and behaviour management techniques. There is a statutory duty to record and report all significant incidents including

all use of force. Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

### **The power to discipline for behaviour outside the school gates:**

The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school.

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school,
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Pastoral care for school staff:**

The Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.

### **References:**

- a. Behaviour and discipline in schools: advice for headteachers and school staff. DfE 2016**
- b. Behaviour and discipline in schools: guidance for governing bodies. DfE 2012**

- c. Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, head teachers, school staff, governing bodies, teachers, parents and pupils. DfE 2012**