



# **Governors' Statement of Behaviour Principles**

**Written by: Governing Board**

**Ratified by Performance and Standards Committee**

## Rationale and Purpose

This Statement has been drawn up in accordance with section 88(2) of the Education and Inspections Act 2006 and DfE guidance (Behaviour and Discipline in Schools: Guidance for Governing Bodies). The purpose of this statement is to provide guidance for the Headteacher and staff in drawing up the Behaviour Policy at Kineton Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

## 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 treat each other with respect. Every child has the right to learn but no child has the right to disrupt the learning of others. 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. They also believe that, to help pupils to become positive, responsible and increasingly independent members of the school community, the Behaviour Policy should promote good behaviour, not just deter bad behaviour. It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.

**Inclusivity and equality:** Kineton C of E Primary School is an inclusive school where all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

**Rewards and sanctions:** The Behaviour Policy should 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 exclusions, will be applied. It must also set out the process by which a pupil or parent can appeal against a sanction that they believe has been applied unreasonably.

**Working with parents and others:** The Behaviour Policy will make it clear how the school will work with parents where there are significant concerns over a pupil's behaviour. It will also 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 use of reasonable force or other physical contact:** The Behaviour Policy should 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.

**Power to screen and search pupils:** The Behaviour Policy should clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

**The power to discipline beyond the school gate:** The Behaviour Policy should 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.

**Pastoral care for school staff accused of misconduct:** 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 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.