Ashurst Wood Primary School

Governing Body

Statement of Behaviour Principles



Updated October 2014

Review Date Autumn Term 1 2016

**Ashurst Wood Primary School Governing Body**

**Statement of Behaviour Principles**

Section 88(2) of the Education and Inspections Act 2006 requires the governing body to:

a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and

b. notify the head teacher and give him or her related guidance if the governing body wants the school’s behaviour policy to include particular measures or address particular issues.

This statement is to be taken in conjunction with the school behaviour policy and home school agreement which are reviewed and approved annually by the governing body.

The Behaviour Policy is publicised to staff and families every September. It is also available on the school website.

Principles

1. **The importance of good behaviour:** The Governors of Ashurst Wood Primary School strongly believe that high standards of behaviour lie at the heart of a successful school and enable (a) all pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to teach and promote good learning without interruption or harassment.

2. **Safety at school:** All pupils and staff have the right to feel safe at all times in school. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school. The Governors expect procedures to be in place and well-known, and measures to be taken when necessary to ensure the safety of all at the school.

3. **Discrimination and bullying:** Ashurst Wood Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-Bullying Policy that is known and understood by all, and is consistently applied and monitored for its effectiveness. The Governors expect measures to protect pupils from bullying and discrimination on the basis of gender, race, ability, sexual orientation or background to be clearly set out and regularly monitored for their effective implementation.

4. **Equality and safeguarding:** The school’s legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, are set out in the Behaviour Policy and known to all staff. The Governors expect that the implementation of the Behaviour Policy will be regularly monitored and the results of monitoring reported to them.

5. **Parents and carers:** Parents/carers should be encouraged and helped to support their children’s education, just as pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils’ behaviour are outlined in the ‘Home School Agreement’ which pupils and parents/carers are asked to sign when a pupil joins the school. Governors expect a high return rate from on this signing, and wish to have the return rate reported to them.

6. **School rules:** The School Rules are clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness by the class teacher and the leadership team.

7. **Sanctions** for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so

that pupils, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

‘Unofficial’ exclusions are illegal and are avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she/he fears that one may take place, e.g. if illegal drugs are discovered during a search, cyber-bullying is reported, or there is evidence of criminal harassment. The Governors expect sanctions to be monitored for their proper use and effective impact.

8. **Procedures:** The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

 a. **Screening and searching pupils:** the reasons for searching pupils should be made explicit, together with details of who may search pupils, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors expect authorised staff to be appropriately trained in how to carry out a search.

 b. The power to use **reasonable force** or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of ‘reasonable force’ should be included, which should also explain how and when pupils may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.

 c. The power to **discipline outside the school gates**: disciplining beyond the school gates covers the school’s response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.