GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Approved by[1]	
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Position:	Chair of Governors
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Review date[2]**:**	1st October 2027

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2013
2	Reformatted only	February 2014
3	Minor amendment to include prevention of Radicalisation	August 2015
4	Changes to reflect the fact that from 1st January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	March 2016
5	Updated to include amendments to statutory guidance	March 2017
6	Updated to include DfE recommendation that Academy Trusts should have a statement of principles	September 2019
7	Minor Changes made by Headteacher shown in Yellow	March 2023
8	Update to Chair of Governors	October 2023
9	Minor updates to take account of new DfE guidance on the use of mobile phones and other smart technology by pupils in school	Feb 2024

Definitions

For the purposes of this Statement, a child, young person, pupil or student is referred to as a 'child' or a 'pupil'.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Introduction

Section 88 of the Education and Inspections Act 2006 requires Governing Bodies and Management Committees of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Governing Body 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' has been used as a reference in producing this Statement of Behaviour Principles.

Schools are required to have a Behaviour Policy and procedures which includes the school rules. It is the responsibility of the Head teacher along with the staff in the school to produce our school's Whole School Behaviour Policy and procedures and the duty of the Governing Body to provide the Head teacher with a clear written statement of the principles around which the Whole School Behaviour Policy and procedures will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document.

In deciding on these Behaviour Principles, the Governors consulted with parents, pupils, school staff and the Head teacher to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected (school rules); the use of rewards and sanctions; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and Other adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012 (rev 2013)' and in relation to the Code of Conduct, Part 2 of the Teachers' Standards – Personal and Professional Conduct.

Part 1 of the Teachers' Standards also requires teachers to Manage behaviour effectively to ensure a good and safe learning environment. In doing so they are required to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy and procedures;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Principles

Pupil's right to feel safe, valued and respected at all times

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues and staff and parents or other visitors to the school. All members of the school community must be aware that bullying or

harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy and procedures.

All staff must be aware of the risk of radicalisation and be alert to changes in a pupil's behaviour which could indicate that they may need help or protection. The school's Safeguarding Policy details our procedures for promoting online safety and preventing access to terrorist and extremist materials when accessing the internet. Pupils' resilience to radicalisation will be built up by achieving a positive ethos in school as laid out in the Whole School Behaviour Policy and procedures and with the promotion of fundamental British values.

High standards of behaviour

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The 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 school in encouraging them to become acceptable members of the wider community. All adults in school should role model the high standards of behaviour expected.

Inclusivity and Equality

Holme Community School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Single Equality Scheme and promoted in the day-to-day running of the school. The Whole School Behaviour Policy and procedures emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero-tolerance attitude. The Policy and procedures must, therefore, include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying of all forms including cyber bullying, sexting and other forms of peer on peer abuse (also known as child on child abuse) and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Whole School Behaviour Policy and procedures and will seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may be made.

School Rules

The Whole School Behaviour Policy and procedures must include details of the school rules (including the rules around the use of mobile phones and other smart technology with similar functionality to mobile phones e.g. smart watches linked to mobile phones). These should set out the expected standards of behaviour, be displayed in all classrooms and shared with and explained to all pupils in an age-appropriate manner. The school rules should be simple and clearly understood by pupils and staff.

The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards

The Governors expect the Whole School Behaviour Policy and procedures to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision and, where applicable, home to school transport.

The range of sanctions must be described in the Whole School Behaviour Policy and procedures so that all concerned are aware of and understand how and when the sanctions will be applied. The Whole School Behaviour Policy and procedures should explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Policy and procedures should include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the Police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement

There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school.

The Home/School Agreement should mirror the statements made in the Whole School Behaviour Policy and procedures so that parents are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents and all school staff with respect to their and their children's behaviour will be outlined in the Home School Agreement which children, parents and teachers must be asked to sign when a pupil joins the school.

Power to Screen and Search Pupils

The Governors expect the Whole School Behaviour Policy and procedures to clearly explain to staff and others with authority their powers in relation to the screening and searching of pupils for items which are 'prohibited' and/or banned in accordance with the school rules.

The use of Reasonable Force

The Governors expect the Whole School Behaviour Policy and procedures to clearly outline the circumstances where staff may use reasonable force and other physical contact to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'reasonable force' should be included which will explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual pupil 'Behaviour Management Plans' which may specify particular physical intervention techniques for the pupil concerned.

The Power to discipline for behaviour outside the school gates

The Governors expect the Whole School Behaviour Policy and procedures to set out the school's response to non-criminal bad behaviour and bullying (including cyberbullying and sexting) 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, or
- travelling to and from school, or
- wearing school uniform, or

- in some other way 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, or
- poses 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 Whole School Behaviour Policy and procedures 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 Whole School Behaviour Policy and procedures should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

Pupils are encouraged to learn from behaviour and reflect

The governors believe that all behaviour systems should promote the intrinsic motivation to behave well and for pupils to reflect and learn from their behaviour. Additionally, that families should be involved in serious behaviour incidents to foster good relationships to support the pupil.