

Furneux Pelham Church of England Primary School

GOVERNORS' STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and purpose:

This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2015).

The purpose of the statement is to provide guidance for the head teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the head teacher to draw up the school's Behaviour Policy, though account must be taken of these principles when formulating this.

Furneux Pelham School is a Church of England primary school. As such, the Governing Body believe that all policies including the Behaviour Policy should be underpinned by the Christian ethos of the school.

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children and available on the school website.

Principles:

1. High standards of behaviour:

The governors of Furneux Pelham Church of England School strongly believe that high standards of behaviour lie at the heart of a successful school. These high standards enable all its children 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.

2. Right to feel safe at all times:

All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between children. 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.

3. Inclusivity:

Furneux Pelham Church of England 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). To this end, the school must have a clear and comprehensive Anti-bullying policy that is known and understood by all staff, pupils, parents/carers; a policy which is consistently applied using transparent procedures which are recorded; and that these procedures are monitored for their effectiveness.

Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

4. *Equality:*

The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.

5. *Home-School Agreement:*

Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school. The responsibilities of children, parents/carers and school staff with respect to children's behaviour must be outlined in the 'Home-School Agreement' which children and parents/carers must be asked to sign when a child joins the school.

6. *Rewards:*

Governors would like to see a range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

7. *Unacceptable/poor behaviour:*

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, children and parents/carers and consistently applied. The range of sanctions should be described in the Behaviour Policy so that children, staff and parents/carers 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.

8. The *policies* should include the following in some detail:

a) *Power to use reasonable force or make physical contact:* the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint.

b) *The power to discipline outside the school gates:* disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any school-organised or school related activity.

Review:

This Statement of Principles will be reviewed every three years, or as necessary. The school Behaviour Policy will be reviewed annually.

Adopted September 2014, reviewed in February 2017 and again in March 2020.