

## **Governors' Statement of Behaviour Principles**

### **Rationale and Purpose**

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012).
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Policy on Positive Behaviour and Discipline so that it reflects the shared aspirations and ethos of governors, staff and parents for the students 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 recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's Policy on Positive Behaviour and Discipline, though he must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff.
4. The Policy on Positive Behaviour and Discipline is published on the school website and is available on request.

### **Principles**

1. The Governors of Heron Hill Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all children to make the best possible progress in their learning and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect between staff and children and between the children themselves.
3. Heron Hill Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act, 2010). To this end the school must have clear and comprehensive anti-bullying procedures that are consistently applied and monitored for their effectiveness. These are set out in the Policy on Positive Behaviour and Discipline. Measures to protect children 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 effectiveness.
4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable students should be set out in the Policy on Positive Behaviour and Discipline.
5. The Policy on Positive Behaviour and Discipline should show due regard to the school's Safeguarding Policy.
6. Governors would like to see 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 Policy on Positive Behaviour and Discipline and monitored for their effectiveness.
7. Sanctions for unacceptable/poor behaviour should be known and understood and consistently applied by all staff. The full range of sanctions should be clearly described in the Policy on Positive Behaviour and Discipline so that children, 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. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or fears that one may take place e.g. cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.

8. Governors will support any disciplinary action that is taken by the school against children who are found to have made malicious accusations against school staff and have the expectation that school staff will receive pastoral support if they are accused of misusing their powers.
9. Governors expect full details of appropriate and correct use of reasonable force and restraint to be detailed in the Policy on Positive Behaviour and Discipline and would expect at least two members of staff to be trained in the use of reasonable physical handling or intervention.
10. Governors expect the Headteacher to include in the Policy on Positive Behaviour and Discipline details of the school's power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal inappropriate 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 students know that sanctions can be applied in these circumstances.

December 2017