

Governors' Written Statement of Behaviour Principles

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, January 2016).

The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils 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 Headteacher to draw up the school's behaviour policy, though these principles must be taken into account 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 (January 2016)

This statement reflects the school's Church of England foundation and its aims and values as expressed through our vision and mission statements.

The Behaviour Policy is publicised to staff and families on the school website.

Principles

- All young people staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. We recognise some pupils may need additional support to meet behaviour expectations
- The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- Every child has the right to learn but no child has the right to disrupt the learning of others. Everyone must be protected from disruption or abuse.
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it must also provide guidance on the use of reasonable force and other physical contact

- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions
- We believe positive behaviours should be rewarded to 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 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 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. Sanctions should be monitored for their proper use and effective impact.