



Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012) the governing board is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head teacher. The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's web site.

This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our school Vision:

We want the best for our learning community. We want our pupils to develop a love of learning that promotes enjoyment, challenge, creativity and purpose. Good quality teaching within a highly stimulating, safe and caring environment will help each and every child become an independent learner, aspiring to achieve their true potential.

Outstanding behaviour is expected and a deep seated respect for others is encouraged so that lifelong friendships, based upon trust and understanding, can be developed. Pupils will forge strong partnerships with our community so that they can go on to lead happy and rewarding lives in the future.

The Governors at Lanesfield Primary, believe that high standards of behaviour lie at the heart of a successful school that enables children to make the best possible progress in all aspects of their school life.

At Lanesfield Primary, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

Principles:

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1. High standards of behaviour: The governors of Lanesfield primary school strongly believe that high standards of behaviour lie at the heart of a successful school that enables 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: governors feel that Lanesfield 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 Statement that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, ethnicity, 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. School Rules: The School Rules should be 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 children. The governors expect the rules to be consistently applied by all staff.

7. Rewards: Governors would like to see a wide 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.

8. Unacceptable/poor behaviour: Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied. The range of sanctions should be described in the Behaviour Policy 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.

10. 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.

11. Safeguarding: These principles also take into account the duties for Governors as set out in the Working Together to Safeguard Children 2015.