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HEATHCOAT PRIMARY SCHOOL

Governors' Statement of General Principles with regard to Behaviour

Rational 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 this 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 the governing body, staff, parents and children in the school as well taking into account the law and guidance on behavioural 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 the guidance.
- 3) This is a statement of principles, no practice; it is the responsibility of the headteacher to draw up the school's Behaviour Policy, though she must take into account all of these principles when formulating this. The headteacher is also asked to take into account the guidance in the DfE publication Behaviour and Discipline in Schools; A guide for headteachers and school staff.
- 4) The Behaviour Policy must be publicised, in writing, to staff, Parents/carers and children and be available on the school website.

Principles:

- 1) *High standards of behaviour:* The Governors of Heathcoat Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables all of its children to make the best progress in all aspects of their school life. They also believe that that the highest standards of behaviour also enable 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; between staff and staff, and children and 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:* Heathcoat Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end the school must have clear and comprehensive Anti-bullying documentation that is understood



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by all, consistently applied and monitored for its 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 monitored regularly.

- 4) *Equality*: The school's legal duties under the Equality Act 2010 in respect of safeguarding children with SEN 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 children should be helped to understand their responsibilities during their time in school. These responsibilities should be outlined in the Home-School agreement and parents/carers must be asked to sign this when their child joins the school.
- 6) *Golden values*: The Golden Values should be clearly stated in the Behaviour Policy. These should set out the expected standards of behaviour and should be displayed around the school. They should be shared with the children and 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 good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.
- 8) *Unacceptable/poor behaviour*: Sanctions for unacceptable behaviour should be known and understood by all staff and children and should be applied consistently. 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 only be used as a last resort.

The policies should also include in some detail:

- a. *Power to use reasonable force or make physical contact*: The situations in which reasonable force may be used. A definition of reasonable force should be included. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint.
- b. *The power to discipline outside of the school gates*: Disciplining beyond the school gates covers the school's response to bullying and misbehaviour that occurs off the school site. This includes any misbehaviour when the child is taking part in a school organised or school related activity.

Review:

This statement will be reviewed every two years or as necessary.

Adopted December 2015