

Featherstone Primary School



Aspire, Believe, Succeed

Governors' Statement of Behaviour Principles

Governing Board approval date: 13.12.18

Monitoring, evaluation and review: Every two years

Introduction

Section 88 of the Education and Inspections Act 2006 requires Governing Boards and management committees of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Governing Board has a duty to produce and review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools' – Guidance for Governing Boards' has been used as a reference in producing this Statement of Behaviour Principles.

Schools are required to have a Behaviour Policy which includes the school rules. It is the responsibility of the Head Teacher along with the staff in the school to produce our school's Whole School Behaviour Policy. It is the duty of the Governing Board to provide the Head Teacher with a clear written statement of the principles around which the Whole School Behaviour Policy will be formed and followed. The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document.

Principles

Right to feel safe at all times:

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people 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.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality:

Featherstone Primary School is an inclusive school. All members of the school community should be free from discrimination of any description. The Whole School Behaviour Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy must therefore include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

School Rules:

The Whole School Behaviour Policy must include details of the school rules. These should set out the expected standards of behaviour, displayed in all classrooms, shared with and explained to all pupils. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards:

The Governors expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision and, where applicable, home to school transport. The range of sanctions must be described in the Whole School Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Whole School Behaviour Policy should also explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Policy should also include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head Teacher may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that sanctions are monitored for their proper use, consistency and effective impact.