

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness John 10:10

Governor Statement of Behaviour Principles #8

The *Governor Statement of Behaviour Principles* was reviewed during the Spring Term 2021.
This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	22/03/2021
REVIEW DATE:	March 2022
REVIEW CYCLE:	Annual
AUTHOR:	Mrs Kay Bridson, Miss Hannah Crook & Miss Angela Britten
HEADTEACHER:	Mrs Kay Bridson
CHAIR OF GOVERNORS:	Miss Angela Britten
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Aims of the School</i> <i>Anti-Bullying Policy</i> <i>Behaviour for Life and Learning</i> <i>Home / School Agreement</i> <i>SEND Policy</i> DFE Guidance : ‘Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion’ September 2017 updated March 2021 https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak

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As a Church of England school, we acknowledge that each child is created in the image of God and is therefore unique and precious. The Christian faith provides the basis from which we learn how to treat each other and be a community.

Our *Governor Statement of Behaviour Principles* and our *Behaviour for Life and Learning Policy* is underpinned by these core truths.

As a result, the school uses a 'Restorative Justice' approach, complimented by a whole school understanding of trauma and attachment.

The Department for Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013, updated January 2016) has been used as a reference in producing this Statement of Behaviour Principles.

Stratford-sub-Castle Church of England School is an inclusive school. We are committed to promoting our school core values of...

PEACE 😊😊 LOVE 😊😊 JOY 😊😊

We are committed to improving outcomes for all our children and to promoting positive relationships across the whole school community. The school does not separate 'behavioural' or 'mental health' issues. They are regarded as being interlinked.

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. All should be aware that bullying or harassment of any description is unacceptable, even if it occurs outside normal school hours.

High standards of behaviour

The Governors strongly believe that:

- high standards of behaviour lie at the heart of a successful school
- good teaching and learning promote good behaviour and good behaviour promotes effective learning
- children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

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 successful citizens.

Inclusivity and Equality

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 are to be consistently applied and monitored for their effectiveness.

At Stratford-sub-castle Primary School, we believe: -

'Restrictive interventions can make problems worse and cause a cycle of trauma, challenging behaviour and psychological harm. A trauma-informed approach minimises the trauma-causing potential of the school environment by using less emotionally harmful alternatives to restrictive interventions.'

We create a positive ethos by providing our pupils with a direct experience of reliable attachment. This trauma-informed approach has wider benefits to all children and staff. It helps to prevent challenging behaviour by creating a safe environment where children are helped to manage their emotions and are taught about their mental health.

The school's legal duties in order to comply with the Equality Act 2010, described in the School's Single Equality Policy are further reinforced through the 'Behaviour for Life and Learning' and 'Anti-Bullying Policies'. We recognise some pupils may need additional support to meet behaviour expectations and our duty to safe guard vulnerable pupils.

Rights and Responsibilities

The Governors expect rules to be simple and kept to a minimum. The Governors believe in consistent systems differentiated by age, in taking responsibility for our actions, in choice and consequences.

We expect all staff to support rules and codes and ensure consistent application and expectations across the school day.

Recognition and Acknowledgement

Our belief is that 'the behaviour that gains the most attention is what we get the most of,' therefore, we actively promote and encourage positive behaviour in the classroom and elsewhere in the school. The Governors expect all recognition systems to be consistently applied and where possible measurable. They 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 including extended provision. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement

The Home/School Agreement is an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life outside school.

The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children and parents/carers must be asked to sign when a pupil joins the school. A yearly reminder of the Home/School Agreement is sent out to parents/carers.

The Use of Reasonable Force (Positive Intervention Policy)

The Governors expect staff to follow the Positive Intervention Policy, which clearly outlines the circumstances where staff may use reasonable force and other physical contact. Staff at Stratford-sub-Castle school must accept that physical intervention is only used as a **last resort** when the action is in self-defence; where there is a developing risk of injury; significant damage to property; or where a pupil is behaving in a way that is compromising good order and discipline. Other strategies and techniques will be used before the application of physical intervention.

The Headteacher and Deputy Headteacher are the only staff members sanctioned to search a pupil for weapons / stolen property.

The Governors expect that 'authorised' staff are appropriately trained in the use of positive handling and that all staff are given advice on de-escalation and behaviour management techniques. Restraint is not to be used in our school.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified, an individual pupil may have a 'Behaviour Management Plan'.

The Power to Discipline for Behaviour Outside the School Gates

The Governors expect staff to respond to non-criminal poor behaviour and bullying which occurs anywhere off the school premises, including online, and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any unacceptable behaviour when a pupil is taking part in any school-organised or school-related activity, wearing school uniform or identifiable as a pupil at the school.

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time, which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Pastoral Care for School Staff

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.