

**ST. ANDREW'S C. OF E. PRIMARY**  
**SCHOOL**



**GOVERNORS' STATEMENT OF GENERAL**  
**PRINCIPLES WITH REGARD TO**  
**BEHAVIOUR**

Autumn 2013

## Governors' Statement of General Principles with Regard to Behaviour

### **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, 2012).

The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in 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 Head Teacher to draw up the school's behaviour policy, though she must take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and staff.

The school behaviour policy must be publicised, in writing, to staff, parents/carers and children at least once a year.

### **Principles**

- The Governors of St Andrew's C of E Primary School believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its children to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
- 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 each other. 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.
- St Andrew's C of E Primary 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 has a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents

recorded. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

- The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students are referred to in the Behaviour Policy, set out in the Equality Policy and Plan, and made known to all staff.
- Parents/carers are encouraged and helped to support their children's education, just as the children are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to children's behaviour is outlined in the Home School Agreement which children, parent/carers and the Head Teacher must sign when a pupil joins the school.
- The School Core Rules are clearly stated in the Behaviour Policy. These set out expected standards of behaviour, are 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 and regularly monitored for their effectiveness.
- Governors 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 are made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- Sanctions for unacceptable/poor behaviour are known and understood by all staff and children and consistently applied. The full range of sanctions are clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Head Teacher may inform the police, as appropriate, if there is evidence of a criminal act or if she fears that one may take place. Sanctions are monitored for their proper use and effective impact.
- The Governors expect the Head Teacher to have a written strategy detailing the power to use reasonable force.
  - The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving) are detailed in the Positive Handling Strategy. A definition of reasonable force is included, which also explains how and when children may be restrained. Governors would expect key staff to be trained in the use of reasonable force and restraint.

## **Review**

This statement of Principles will be reviewed every 2 years or as necessary.  
The school  
Behaviour Management Policy will be reviewed and shared with Governors annually.