

The Hayes Primary School

Governors' written statement of Behaviour Principles

Approval Date: February 2025 **Review Date: February 2027**

Vision

To be the best you can be!

Introduction

The Board of Governors is charged with the duty to set the framework of the school's behaviour policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all staff and students. 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 the Governors expect to be followed. The policy aims to underpin the Governors' duty of care to students 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 every two years, unless changes at national or local level necessitate an exceptional review. Our school's behaviour principles have our Mission Statement as their foundation:

"With children at the heart of all we do we inspire passionate, resilient, independent and confident learners"

In compiling this document reference has been made to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (September 2015 edition). This Statement of Behaviour Principles has been prepared by the Governing Body following consultation with the Head teacher, school staff, parents and pupils in order to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected. It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Principles

Right to feel safe at all times:



All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always demonstrate mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

High Standards of Behaviour:

The Board of Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community who are respectful and tolerant citizens.

Inclusivity and Equality:

The Hayes Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in the Equality Policy. The school Behaviour Policy will state that bullying and discriminating behaviour that goes against the Equality Policy will not be tolerated. The Behaviour Policy will include a clear, concise anti-bullying statement that can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Head teacher. Although the school's legal duties for compliance with section 149 of the Equality Act 2010 with regards to the elimination of discrimination, and which are described in the Equality Policy, and with section 175 of the Education Act 2002 with regards to safeguarding and promoting the welfare of children will be reinforced in the Behaviour Policy, reasonable adjustments to the application of the Behaviour Policy may be made by the Head teacher and the staff in order to safeguard vulnerable pupils, and particular those with special educational needs.

Clarity and Consistency:

The Board of governors values consistent systems which are clear for all to see and understand. For this reason there will be clear school rules to be adhered to by all and these will be outlined in the behaviour policy which can be found on the school website. In making these expectations readily accessible we promote an ethos of taking responsibility for our actions and an understanding that we have choices. The Board of governors expect that all staff will support rules and codes of conduct and ensure consistent application and expectations across the school day.

Rewards and Sanctions:

The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and logical consequences that encourage good behaviour discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. For consistency, the rewards and sanctions should also be explained to others who have responsibility for pupils, such as those supervising home to school transport. The Head teacher will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors.

Home/School Agreement:



The board of Governors value parents as partners and acknowledge that we will achieve more when we work in collaboration. To encourage Parents/Carers to support their children's education, the Governors expect the Head teacher to ensure that the Home/School Agreement is consistent with the Behaviour Policy. The behaviour policy must ensure there is open and honest communication with parents regarding the behaviour of their children for both positive and negative reasons.

In addition to the aforementioned principles the Board of Governors outline that the following areas should also be included in the School Behaviour Policy to ensure compliance with DfE recommendations.

Power to Screen and Search Pupils:

Given the overwhelming need to keep the children safe, The Board of Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school for example fire lighting equipment (matches, lighters, etc.); knives, including (kitchen equipment, pen knives or other sharp objects such as screwdrivers etc.).

The Use of Reasonable Force or Other Physical Contact:

The Board of Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils unless it is their 'honestly held belief' that they are preventing somebody from harming themselves or others. In those cases where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil behaviour management plans to be drawn up.

The Power to Discipline Beyond the School Gate:

The Governors expect the Behaviour Policy to set out the school's response to any non-criminal negative behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the Behaviour Policy must include the school's lawful response to any unacceptable behaviour when the child is:

- Taking part on any school-organised or school-related activity; or
- Travelling to and from school; or
- Wearing school uniform; or
- In some other way, identifiable as a pupil at the school.

Even if these conditions do not apply, the Behaviour Policy must consider misbehaviour at any time that:

- Could have repercussions for the orderly running of the school; or
- 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 Accused of Misconduct:

The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Head teacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

When a Multiagency assessment should be considered for pupils with continuous disruptive behaviour:

The Behaviour Policy must set out the criteria the school will use to determine when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. The Behaviour Policy must set out the process by which a pupil or parent can appeal against a sanction that they believe has been applied unreasonably. The Governors expect the Head teacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour of parents, staff or children.

References

Behaviour and discipline in schools: a guide for head teachers and school staff. DfE 2015

Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools, DfE, 2012

Ensuring good behaviour in schools: a summary for head teachers, governing bodies, teachers, parents and pupils. DfE 2012

Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion, DfE 2012

A guide to the law for school governors:
http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl

Link to the Department's advice on the Equality Act 2010:
http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064 570/the-equality-act-2010

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:
http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/ use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:
http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/ screening-searching-and-confiscation

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':
http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-staff