**Governors’ Written Statement of Behaviour Principles - Pickering Community Infant and Nursery School**

**Introduction**

Section 88 of the Education and Inspections act 2006 requires the Governing Body to provide a written statement of general principles, to guide the Headteacher in determining measures to promote good behaviour and discipline amongst all pupils. The purpose of this statement is to provide guidance for the Headteacher when drawing up the schools Behaviour Policy, so that it reflects the shared aspirations and beliefs of the Governing Body, staff and parents for the pupils in the school and draws from the school motto, ‘Learning, Caring, Sharing’. It is intended to help all staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

When developing the School Behaviour Policy, the Headteacher should have regard for the DfE 'Behaviour and discipline in school' advice (January 2016).

**Principles**

1. The governors of Pickering Community Infant and Nursery School strongly believe that high standards of behaviour lie at the heart of a successful school that enables all the pupils to make the best possible progress in all aspects of their school life.
2. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. 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. Both the Anti Bullying Policy and the Behaviour Policy should ensure that the school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles, regardless of gender, race, ability or background and measures to protect pupils from bullying and discrimination are clearly set out and followed.
4. The school rules should be clearly stated in the Behaviour Policy, these should set the expected standards of behaviour for all pupils. The rules should be taught and explained to all pupils and be clearly displayed around school. The governors expect the rules to be consistently applied by all staff.
5. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. ‘Unofficial’ exclusions are illegal and do not happen. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place. Sanctions should be monitored for their proper use and effective impact.
6. Governors expect the school to make reasonable adjustments for children with additional needs that impact on their behaviour, including engaging with other agencies.
7. The Governing Body supports the head teacher in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
8. The Governors expect the Headteacher to include the following in the Behaviour Policy:
9. Screening and searching pupils: the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.
10. 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) should be stated. A definition of ‘reasonable force’ should be included, which should also explain how and when pupils may be restrained. Governors would expect staff to be trained in the use of reasonable force and restraint, as appropriate.
11. The power to discipline beyond the school gates.