

# 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 and responsibilities in respect to behaviour management.

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, enabling all pupils to make the best possible progress in all aspects of their school life.
2. Everyone in school has the right to always feel safe and there should be mutual respect both between staff and pupils, and between pupils themselves.
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 importance of high expectations and what these expectations are; regarding the behaviour of all within school, should be clearly stated in the Behaviour Policy. These expectations should be taught and explained to all pupils and be clearly displayed around school. The governors expect staff to aide pupils understanding of these expectations, which must be upheld consistently throughout school.
5. Recognition that some children will have specific needs that require additional support to reach and maintain the schools' high expectations must be given and should follow the guiding principle of equity over equality.
6. When expectations are met the policy should detail a reward system that is applied fairly and consistently across the whole school by all staff, including the use of intrinsic rewards through praise.

The consequences of not meeting expectations should be clearly explained and understood by all staff and pupils. Consequences should be appropriate and proportional to the impact of the behaviour displayed. Guidance in line with an emotion coaching framework that promotes, empathy and restoration should be set out within the policy.

7. 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.
8. The Governing Body supports the head teacher in using exclusion as a consequence 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.
9. The Governors expect the Headteacher to include the following in the Behaviour Policy:
  - a. 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.
  - b. 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.
  - c. The power to uphold high expectations beyond the school gates.