



# Governors' Written Statement of Behaviour Principles

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## Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Personal Development, Behaviour and Welfare Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. The purpose of the statement is to advise and guide the Headteacher in drawing up the Personal Development, Behaviour and Welfare Policy by stating the principles which governors expect to be followed.

## Principles

At South Stanley Junior School we want every child to enjoy learning and develop confidence, independence and a feeling of self-worth.

We aim to provide a caring, supportive, stimulating environment in which all our children can develop into thoughtful, capable individuals.

We make learning vivid and real, engaging all our learners through the provision of a rich and varied curriculum and inspirational teaching. We have high expectations of each individual, aiming to raise aspirations and break down barriers to success.

Our vision is to be at the heart of our local community, fostering a warm sense of belonging through trust and understanding. We want to encourage every individual to reach for the stars and aim to support families to achieve their full potential.

## Statement in Practice

The Personal Development, Behaviour and Welfare Policy should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body believe that the best ways to ensure high standards of behaviour and discipline are to recognise achievement and celebrate success, to promote respect, honesty, and tolerance, and to provide a happy learning environment.

The Governors recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole school

community. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use. The Governors expect the behaviour policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable and disadvantaged pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

The Personal Development, Behaviour and Welfare Policy must also comply with section 89 of the Education and Inspections Act 2006, relating to the determination of behaviour policy by the Headteacher.

## Contents of the Policy

The Personal Development, Behaviour and Welfare Policy should include the following:

- The school's expectations;
- Examples of behaviour to be encouraged;
- Examples of inappropriate and unacceptable behaviour;
- A clear explanation of systems of rewards and sanctions;
- An outline of Exclusion procedures (as presented fully in the Exclusion Policy).

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to search, to use reasonable force, and to discipline pupils for misbehaviour outside school; pastoral care for school staff; and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. The Governors recognise that occasions will arise when, for the protection and safety of the whole school community, it will be necessary to employ such measures. These measures must only be employed in exceptional circumstances and always in accordance with the specific guidance issued by the DfE.

It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers.

This statement has been drawn up by Governors in consultation with staff, parents and pupils. The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent, contributing and responsible members of society.

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