



Governors' Written Statement of Behaviour Principles

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Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the schools. The statement is available upon request from the schools and can be found on the schools' website. It is also held in the schools' offices.

This statement is informed by our vision statement:

Our Schools' Vision

Our vision is to develop a love of learning and life in a caring and Christian community

Our Values

The values of our schools are what create the ethos upon which everything else is built. These values are our foundation stones and are what gives St Alphege CE Federated Schools their character and very essence.

Our Junior School values are:

Forgiveness, Responsibility, Honesty, Respect and Love

Our Infant School values (which change each working month) are:

Courtesy, Responsibility, Valuing Difference, Love, Respect, Consideration, Forgiveness, Honesty, Patience, Trustworthiness and Co-operation

Aims of our schools

- To create a stimulating learning environment where children will feel valued and safe.
- To promote high expectations and pride in all our children.
- To provide experiences which are fun and engender a love of learning through a broad, balanced, rich and relevant curriculum.
- To promote children's spiritual, moral, social and cultural development to become reliable, responsible members of society.
- To nurture a sense of curiosity and enquiry and develop life-long learners.
- To encourage all children to lead safe, active and healthy lives, regardless of ability, ethnicity, gender, faith or disability
- To develop a positive sense of self-worth through the celebration of the achievements and talents of each individual.
- To establish a strong partnership with parents, Governors, the church and the wider community, encouraging two-way communication and involvement.

Key Principles of our schools

The success of our schools depends on EVERYONE within the federation community being signed up to our 4 principles, spelling out the most important of all values - **LOVE**:

Learning:

a place of excellence where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development

Opportunities:

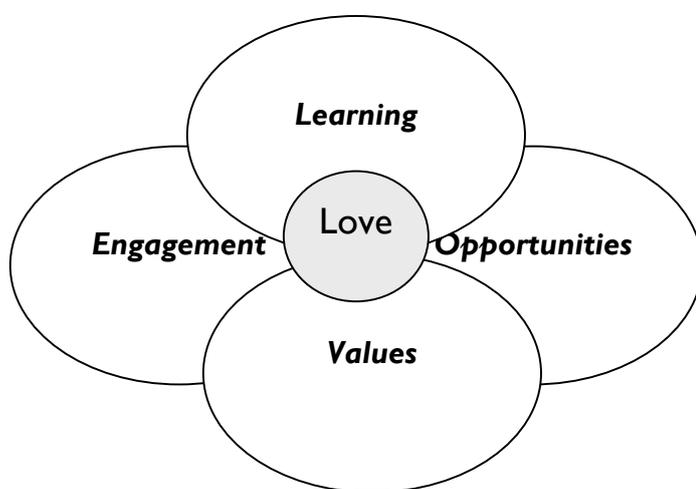
a caring place where children and adults feel they make a contribution and are valued as individuals

Values:

a place of Christian values where children learn respect for themselves and others

Engagement:

an active partnership between children, parents, staff, governors and the community as a whole



...and the greatest of these is love. (1 Corinthians 13)

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning.

The Governors' 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 have mutual respect for one another. All members of the school community must be aware that bullying (including cyber-bullying), harassment or discrimination of any description is unacceptable. Even if it occurs outside of school hours or away from the school premises, such as educational trips and visits (residential and non-residential), and when being educated as a member of St Alphege School off-site, misbehaviour will not be tolerated and will be dealt with accordingly. (Refer to Behaviour & Safeguarding Policies)

High Standards of Behaviour: The Governors believe that high standards of behaviour are essential for a successful school and for achieving the schools' vision. The Governors also believe that meeting high 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. (Refer to SMSC Policy)

Inclusivity and Equality: The Schools of St. Alphege are inclusive schools 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 schools and is set out in the Equality Policy. All will actively promote equality irrespective of race, gender, age, sexuality, religion or disability.

The schools' Behaviour Policy must state that 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.

Reasonable adjustments to the application of the Behaviour Policy may be made by the Headteacher and the staff in order to safeguard vulnerable pupils, and particularly those with special educational needs.

Class Rules: At the start of each academic year each class discusses and agrees a set of rules that set out the expected standards of behaviour and that are consistent with the school's values and the Behaviour Principles. The Behaviour Policy must make reference to these Rules, which the Governors expect to be applied consistently by the school community.

Rewards and Sanctions: The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the schools.

It is hoped that the focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion. (Refer to SMSC Policy). However, when making decisions the Headteacher must balance the needs of the individual with those of the wider school community and where student behaviour places others at risk, the safety of the student body as a whole is paramount.

The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. It 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 Headteacher will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors.

Home/School Agreement: To encourage Parents/Carers to support their children's education, the Governors expect the Headteacher to ensure that the Home/School Agreement is consistent with the Behaviour Policy.

Power to Screen and Search Pupils: The 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 (and as listed in the Behaviour Policy).

The Use of Reasonable Force or Other Physical Contact: 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.

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 Headteacher 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. (Refer to Safeguarding Policy)

Associated resources:

Link to 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>