

Pot Kiln Primary School

Governors' Statement of General Principles with Regard to Behaviour

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act, 2006 and Department for Education (DfE) guidance. The purpose of this Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour (called Culture and Character Policy at our school) and Anti-Bullying Policies, so that they reflect the shared aspirations and values of Governors, staff, pupils and parents, carers and guardians for the children in school as well as taking full account of the law and guidance on behaviour matters. Staff should be confident that they have the Governors' support when following this guidance.

This is a Statement of Principles, not practice; it is the responsibility of the Headteacher to draw up the school's Behaviour (Culture and Character Policy) Policy and Anti-Bullying Policy, taking into account these Principles. The Headteacher is also asked to take account of the guidance in the DfE publication [Behaviour and Discipline in Schools: a guide for headteachers and staff](#). The school Behaviour Policy and Anti-Bullying Policy will be published on the school's website.

Principles

The Governors of Pot Kiln Primary School believe that a positive behavioural culture with consistent, calm adult behaviour and high standards lie at the heart of a successful school that:

- (a) enables all children to make the best possible progress in all aspects of their school life and work and
- (b) all staff are able to teach and to promote good learning without undue interruption or harassment.

All children and staff have the right to feel and be safe at all times in school. There should be mutual respect between staff and children and between each other. 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.

Pot Kiln Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or

background should be clearly set out and regularly monitored for their effective implementation. To this end the School must have a clear, comprehensive and separate Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and, where appropriate, incidents recorded.

Parents are encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of children, parents, carers and guardians, and all school staff with respect to children's behaviour are outlined in a Home School Agreement which children, parents, cares and guardians are asked to sign.

Governors are minded that if as a community we are striving to build a connected society where people look out for each other, then children need to leave school understanding the impact of their behaviour on others.

The Governors strongly feel that suspensions and permanent exclusions, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. Internal suspensions may be used before suspensions and permanent exclusions are implemented.

The Governors expect the Culture and Character Policy to outline what the school's response should be to:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, 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.

In such circumstances the Headteacher should also consider whether it is appropriate to notify the police in their Local Authority of the actions taken against a pupil. If the behaviour is criminal or deemed to pose a serious threat to a member of the public, the police must be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child



suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding and Child Protection Policy.

The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

- 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 would also explain how and when children may be restrained.
- Pastoral care for school staff accused of misconduct.
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- Screening and searching pupils (including identifying in the school Behaviour Policy items which are banned and which may be searched for).

Governors expect staff, where required and necessary for specific children, to be trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Governors expect the staff to adhere to all relevant policies and the Staff Code of Conduct outlines staff behaviour expectations for Pot Kiln Primary School.

The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and children understand the measures that can be applied in the circumstances; with all significant incidents, including all where force is used, being reported to the Governing Body.