

## **Governing Body Statement of General Principles**

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013, updated September 2015) has been used as a reference in producing this Statement of Behaviour Principles.

Cavendish Primary School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying our behaviour policy.

We are committed to improving outcomes for our children and staff and to promoting good relationships across the whole school community.

### **Principles**

#### **1. Right to Feel Safe at all Times:**

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect.

They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

#### **2. Teaching and Learning**

Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards with regard to behaviour, emotional and spiritual well-being and academic and physical development, which are required during the school day, can have a positive effect on the life of young people outside school in encouraging them to become successful citizens of modern Britain.

#### **3. Inclusivity and Equality:**

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

#### **4. School Values:**

School values and expectations will be detailed in our Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence. All staff should be trained in the use of Restorative practice and these techniques used to resolve conflicts.

We expect that all staff will support and promote our values and ensure consistent application across the school day.

#### **5. Rewards:**

We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.

The Governors expect that any rewards system is explained to others who have responsibility for young people so that there is a consistent message to pupils that good behaviour reaps positive outcomes.

The rewards system must be regularly monitored for consistency, fair application and effectiveness.

#### **6. Sanctions:**

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers.

It is important that sanctions are monitored for their proper use, consistency and effective impact.

#### **7. The use of Reasonable Force:**

At all times the use of force should be a last resort. The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified, an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

#### **8. Pastoral Care for School Staff:**

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation.

The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

#### **Review**

The Headteacher will ensure that the Behaviour Policy is made available to staff, parents/carers and pupils and is posted on the school website. The Behaviour Policy and Governing Body Statement of General Principles are to be reviewed annually.

#### **Helpful References:**

1. Behaviour and Discipline in Schools: Guidance for Governors, September 2015. DfE
2. Behaviour and Discipline in Schools: Advice for Headteachers and School Staff, January 2016. DfE
3. The Equality Act 2010: Advice for Schools. DfE
4. Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies. July 2013. DfE
5. Screening, Searching and Confiscation: Advice for Headteachers, Staff and Governing bodies. February 2014. DfE
6. Dealing with Allegations of abuse against Teachers and other School Staff: Statutory Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools. DfE
7. Keeping Children Safe in Education: Statutory Guidance for schools and Colleges. July 2015. DfE

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Next Review Date: March 2018