



St Paul's CE Primary School

Governors' Statement of Behaviour Principles

Adopted by: Children, Families and Communities

On: Wednesday 10th February 2021

Review: Spring 2025

A. Background and Context

This statement of behaviour principles complies with the statutory duty upon governing bodies as set out in Section 88 of the Education and Inspections Act 2006.

Section 88(2) of the EIA requires the governing body to:

- a) make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- b) notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

This statement is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

It is the responsibility of the head teacher to draw up a behaviour and discipline policy and procedures at St Paul's CE Primary school, though he/she must take account of these principles when formulating this. The head teacher is also asked to take account of the guidance in the DfE publication *Behaviour and Discipline in Schools: a guide for Head teachers and school staff* (January 2016).

This statement of Behaviour Principles will be publicised on the school's website.

B. Principles

- *Relationships are at the centre of all we do, they enable us to create a distinctive ethos based upon Christian values. Every child and adult is valued, their own unique qualities are recognised.*
- *Every child has the right to learn, but no child has the right to disrupt the learning of others*
- *Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse*
- *It is expected that all adults – staff, volunteers, parents and governors will set excellent examples to the children at all times*
- *We seek to give every child a sense of personal responsibility for his/her own actions, in order to make a positive contribution to the school and community*
- *Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between school and home*

- *The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour*
- *St Paul's CE Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other activity that is prohibited under the Equality Act 2010*
- *The school's behaviour and discipline policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils*
- *The school will fulfil its legal obligations under the Equalities Act 2010 in respect of safeguarding children with special educational needs and all vulnerable children*

C. Definitions

Effective behaviour allows those in a community to live together and thrive. In order for behaviour to be effective then clear, shared rules and expectations need to be established and understood. To behave effectively, individuals need to develop self-awareness, self-discipline and empathy. These skills need to be taught and practised. They should be modelled and taught explicitly throughout the school. As children mature these skills become more developed. Teaching and intervention around behaviour needs to be age-appropriate, recognising the maturity of the pupil.

Nobody is perfect, following all rules at all times, adults and children alike. We support a restorative approach to behaviour and discipline recognising that poor behaviour choices are often the result of an inappropriate emotional response to a situation. Effective behaviour management will:

- seek to identify what has happened
- identify what rules/expectations have been broken
- consider what choices individuals had and what led to them into making the wrong choice.
- identify a more appropriate choice for next time
- seek forgiveness
- determine a proportionate sanction

Helping pupils to identify volatile emotions such as anger and to develop strategies for managing them in a peaceful, non-harmful way is central to effective behaviour management.

Praise and reward are also central to encouraging all pupils to meet the rules and expectations of the school. Sanction should be used to help pupils understand the consequence of poor behaviour choices and to secure a consequence for unacceptable behaviour.

All pupils should follow the rules and procedures of the school because they recognise that it is the right thing to do, rather than simply because they are told to do so. All adults managing behaviour are expected to do so in a calm, fair manner, maintaining authority through not showing frustration or anger. Sanctions should never be intended to publicly humiliate a pupil.

D. Governor expectations for the school's behaviour policy and procedures

The governing body recognise that clear advice and guidance, which feeds directly into the behaviour policy, will help members of staff better understand the extent of their powers and how to use them. This is particularly important in respect of teachers' powers to search, to use

reasonable force and to discipline pupils for misbehaviour outside school. Staff can also be confident of the governing body's support if they follow the guidance.

E. Governors' guidance on behaviour and discipline

The governing body advise the headteacher to cover the following, along with the guidance given, in the school's behaviour policy:

i) Screening and searching pupils

The governors expect the headteacher to list items which are banned and which may be searched for. The governors expect the headteacher and all school staff to adhere to the advice in *Searching, Screening and Confiscation*, DfE, February 2014. The following points are of particular relevance:

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- **Confiscation.** School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- The school currently has no screening arch or hand-held detector. Should the school purchase such a device in the future, they have a statutory power to require all pupils to undergo screening.
- The governors of the school expect the headteacher to list staff authorised to search. All searches should be carried out following the guidelines from pgs 7-14 of *Searching, Screening and Confiscation*, DfE, February 2014.

ii) The power to use reasonable force

The governors expect the headteacher to include in the school's behaviour policy guidelines on the power to use reasonable force, as set out in *Behaviour and discipline in Schools, Advice for headteachers and school staff*, DfE, January 2016 and in *Use of Reasonable Force, Advice for school leaders, staff and governing bodies*, DfE, July 2013. The following points are of particular relevance:

- Members of staff have the power to use reasonable force to prevent pupils: committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.
- Headteachers and authorised staff may use such force as is reasonable when conducting a search without consent for **prohibited items**– see section i above.
- For searches of items banned by the school **reasonable force cannot be used.**

iii) The power to discipline beyond the school gate

The governors recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. The governors expect the headteacher to set out in the school's behaviour policy what the school will do in response to non-

criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

The behaviour policy should set out which of the following conditions may be addressed through the statutory power:

- Misbehaviour when a pupil is: taking part in any school-organised or school related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The governors recognise that in all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

iv) Detention

The governors recognise that teachers have a power to issue detention to pupils (aged under 18). The school does not operate detention outside of school hours. In a primary school, detention is usually short, a matter of minutes, during a playtime or lunchtime. A playtime or lunchtime may be withdrawn entirely, by a senior leader in the school, as a sanction for very poor behaviour. In such circumstances, the governors expect the headteacher or senior leader to make arrangements for lunch and the use of the toilet. The governors expect detail of how detention operates to be included in the school's behaviour policy.

iv) Pastoral care for school staff accused of misconduct

The governors recognise their duty as employers not to automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The headteacher is advised to draw upon the advice in the *Dealing with Allegations of Abuse against Teachers and Other Staff Guidance*, DfE, October 2012 when setting out the pastoral support staff can expect to receive if they are accused of misusing their powers.

v) When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

The governing body expect the headteacher to include guidance for the use of a multi-agency assessment for pupils who display continuous disruptive behaviour in the school's behaviour policy.