



# Governors' Statement of Behaviour Principles

**Date Last Reviewed:**

**Date Governing Body Approved:**

**Review Period:** 3 years

**Staff Responsibility:** Josh Pollard

**Date for Next Review:** 1 September 2022

# Governors' Statement of Behaviour Principles

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance.

The purpose of the statement is to provide guidance for the Executive Headteacher in drawing up the behaviour suite of policies for The Blue Tangerine Federation to ensure that there are shared aspirations and principles between members of the governing body, staff, parents/carers and pupils as well as taking full account of law and guidance on behaviour matters.

It is intended to help all Federation staff to be aware of and understand the extent of their powers in respect of discipline and sanction and how to use them. Staff should be confident that they have the Governors' support when following this guidance. The Executive Headteacher has the responsibility for the writing of behaviour policies at the school, although full account should be taken of these principles when doing so. The Executive Headteacher is also asked to take account of the guidance in the DfE publication Behaviour and Discipline in School: a guide for Headteachers and school staff (January 2016) and the Education and Inspections Act (2006).

## **Behaviour Principles in our schools**

The Behaviour Policy, together with the Exclusion Policy and Reducing the Use of RPI policy are made available to staff each year and are held within the school's policies directory and on the federation website.

Parents/carers are made aware of our policies and approach to behaviour management from our website, meetings with staff, induction information and individuals' situations.

School and FHEC staff will communicate with parents and carers on a regular basis and regular review meetings so that parents/carers can be encouraged to support their child to develop and maintain a positive approach to good behaviour.

The federation staff strongly believe that high expectations of good behaviour lie at the heart of the school's success. We believe that good teaching and learning promotes good behaviour and good behaviour promotes good learning. We are committed to improving outcomes for our pupils by providing opportunities for them to learn both academically and behaviourally and prepare them for the opportunities, responsibilities and challenging experiences of life in our mainstream world.

## Our principles are:

- All children staff and visitors have the right to feel safe at all times
- All members of the school community should be free from discrimination of any sort
- We recognise the rewards and consequences must have regard to the individual situation and the individual teacher and the Head is expected to use his/her discretion in their use. Consequences however should be applied fairly, consistently, proportionately and reasonably, taking into account SEND, disability and the needs of vulnerable children. Offering support as necessary.
- Governors strongly feel that exclusions, particularly those that are permanent must only be used as the very last resort
- Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- Every pupil has the right to learn and no pupil has the right to disrupt the learning of others.
- Everyone has the right to be listened to and to be valued
- It is expected that all adults – staff, volunteers and governors will set excellent examples of behaviour to everyone at all times.
- We seek to give every pupil a sense of personal responsibility for his/her own actions
- Our Behaviour Policy ensures that there are measures to encourage positive behaviour, self-discipline and respect, and to prevent all forms of bullying amongst pupils
- There is also a clear policy that provides guidance on the use of restricted physical intervention
- Where there are significant concerns over a pupil's behaviour, the school will work with parents/carers to strive for common strategies between home and school
- The individual school will seek advice and support from appropriate outside agencies where concerns arise over a pupil's behaviour
- The Behaviour Policy makes it clear that physical and verbal aggression are totally unacceptable
- The individual school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding including potential radicalisation and extremism concerns, pupils with special educational needs and all vulnerable pupils.
- The federation will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.