



Governors' written statement of behaviour principles

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1. Rationale and purpose

1.1 This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2014)

1.2 The purpose of the Statement is to provide guidance to the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the school; governors, staff, parents and students, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.

1.3 This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (Feb 2014).

1.4 The Behaviour Policy is to be published on the school website and shared with all members of staff via INSET and available to all on request.

2. Principles

2.1 **High standards of behaviour:** The governing body of Swanlea School believe that high standards of behaviour lie at the heart of a successful school which enables all of its students to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote outstanding learning without interruption. Swanlea School's values underpin our expectations of all students

2.2 **The right to feel safe at all times:** All students, staff and visitors have the right to feel safe at all times in school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the policy should help to foster this.

2.3 **Inclusion:** Swanlea School is an inclusive establishment. All members of the school community should be able to work or study, free from any form of discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying policy that is known and understood by all,

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consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of any of the protected characteristics should be clearly set out and regularly monitored for their effective implementation.

2.4 Equality: The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be included in the Behaviour Policy.

2.5 Home-School Agreement: Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within the school. The responsibilities of students, parents/carers and school staff with respect to student's behaviour must be covered in the 'Home-School Agreement' which students and parents/carers must be asked to sign when a child joins the school.

2.6 Swanlea Values: Our 'Swanlea Values' should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour from all adults and students. They should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all students. The governing body expect the rules to be consistently applied by all staff when dealing with students and with each.

2.7 Rewards: The governing body would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward outstanding behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

2.8 Consequences: Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. The governing body strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

2.9 The policy should include the following in some detail:

- Power to use reasonable force or make physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The governing body expect appropriate staff to

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be trained in the use of reasonable force and restraint.

- The authority to search students for prohibited items and to confiscate where necessary, the governing body would expect the Headteacher to inform the relevant authorities when items prohibited by law, weapons, non-prescription drugs etc. are brought onto the school premises.
- The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the student is taking part in any school organised or school-related activity. It also includes behaviour which takes place online and on social media.

2.10 School Policies should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Policies should also make clear the actions that can be taken against any staff in the event of breaches of the school's professional expectations and the support offered to pupils in these circumstances.