

Lady Margaret Primary School



Where children come FIRST

Governors' Written Statement of Behaviour Principles

Approved by:	Full Governing Body	Date: 29 th April 2021
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Governors' Statement of Behaviour Principles

This statement of behaviour principles is made by the governing body of Lady Margaret Primary School in accordance with Section 88 (1) of the Education and Inspections Act 2006 (EIA).

The governors of Lady Margaret Primary School expect the **headteacher** to

- Determine which behaviours are not acceptable and to decide on the sanctions for whatever is unacceptable, including the use of exclusions, if appropriate.
- Ensure that the **behaviour policy** is shared with staff, parents and governors
- Ensure a clear sanction ladder in place, agreed by staff and shared with parents and governors.
- Have in place, strategies and interventions to ensure children with challenging behaviour, including those connected with SEN / with statements of educational need, are working to improve their inappropriate behaviour.
- Ensure that rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- Ensure that exclusions will only be used as a last resort, the processes involved in permanent and fixed-term exclusions are followed in line with the **exclusions policy**
- Provide information to governors on behaviour incidents once a term.

The governors of Lady Margaret Primary School expect **pupils** in the school

- To be well behaved and respectful towards one another and towards adults and visitors
- Understand they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Are free from any form of discrimination including homophobic.
- Understand the **behaviour policy**
- To be working within the codes of conduct set by the class teacher and senior leaders, at the start of each academic year.

The governors of Lady Margaret Primary School expect **staff** in the school

- Are free from any form of discrimination
- To lead by example, modelling good behaviour and dealing with inappropriate behaviour.
- Understand the **behaviour policy**
- To help pupils to take responsibility for their actions
- To have class codes of conduct (rules) set out, and to be working within the codes set, at the start of each academic year, whether at whole school, year group, class or individual level.
- To be working within the behaviour codes set by senior leaders, at the start of each academic year, whether at whole school, year group, or individual level
- To record on the schools pupil management information system "SIMS" and reported to the Governing Body termly.
- To use claxon in the event of emergency.

- Follow the clear sanction ladder in place, agreed by staff and shared with parents and governors.
- To use house points and rewards as the bedrock of the schools promotion of positive behaviour.

Additionally the governors would expect the following:

Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for)

Pupils should not be bringing dangerous items e.g. knives etc. from home and if it is suspected that any dangerous item has been brought to school, the governors would expect the headteacher (or a senior leader) and one other person to take steps, including searching a pupil's bag, to ensure that nothing unsafe is inschool.

The power to use reasonable force or make other physical contact

If a member of staff, ideally a senior leader, needs to use reasonable force to contain a child who may be a danger to him / herself or may be a danger to others, then reasonable force should be used. Staff are 'team teach' trained to restrain pupils if necessary.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

The governing body will need to ask the headteacher to consider what the school's response should be to:

any bad behaviour 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 all of these circumstances the headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always 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 the school staff should follow its **safeguarding policy**.

A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

The governors expect the headteacher and the deputy headteacher to consider a multi-agency assessment for those children who are displaying continuous disruptive behaviour.

The governors are aware that, when they give guidance to the headteacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, or to restrict their power to discipline pupils for misbehaviour outside of school.

The governing board also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.