

**Staple Hill Primary School**  
**Governors' Statement of General Behaviour Principles 2013**

Abbreviations: DfE (Department for Education), CAF (Common Assessment Framework)
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**Date approved by Governing Body:** February 2013

**Rationale and purpose**

1. This Statement has been drawn up accordance with the Education and Inspections Act (2006) and DfE Guidance for governing bodies (Behaviour and Discipline in Schools, 2012).
2. The purpose of the statement is to provide guidance for the headteacher in drawing up the School's Behaviour and Discipline Policy so that it reflects the shared aspirations of the school community as well as taking into account the 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 discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
3. This is a statement of principles, and not practices. It is the responsibility of the headteacher to draw up the School's Behaviour and Discipline Policy, though these principles must be taken into account when formulating it. The headteacher is also asked to take into account the guidance in DfE publication 'Behaviour and Discipline in schools: a guide for headteachers and school staff' (2012).
4. The Behaviour and Discipline Policy must be reviewed every 3 years and publicised, in writing, to staff, parents/carers and pupils at least once a year.

**Principles**

1. The governors of Staple Hill Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables:
  - all its pupils to make the best possible progress in all aspects of their school life and work
  - all its staff to be able to teach and promote good learning without undue interruption or harassment.
2. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils, and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times, and in all parts of the school.
3. Staple Hill Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (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,

consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

4. The school's legal duties under the Equality Act (2010) in respect to safeguarding, pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour and Discipline Policy and made known to all staff.
5. Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and the school staff, with respect to pupils' behaviour, must be outlined in the 'Home School Agreement' which pupils and parents/carers must be asked to sign when a pupil joins the school, and again when the pupils are in year 3.
6. The School Rules should be clearly stated in the Behaviour and Discipline Policy. These should set out expected standards of behaviour, be displayed in relevant public areas of the school, and shared with, and explained to all pupils. The governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
7. Governors would like to see a wide range of rewards consistently and fairly applied in such a way to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour and Discipline policy and regularly monitored for their consistent, fair application and effectiveness.
8. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils; they should be consistently applied. The full range of sanctions should be clearly described in the Behaviour and Discipline Policy so that pupils, staff and parents can understand how and when these are applied. The governors agree that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.
9. The Behaviour and Discipline Policy should offer guidance on the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the headteacher to draw on advice in 'Dealing with Allegations of Abuse against Teachers and Other Staff' (DfE, 2012) guidance document when setting out the support that school staff should expect to receive if they are accused of misusing their

powers. Staff so accused should not automatically be suspended pending an investigation.

10. The governors expect the headteacher to include the following in some detail in the Behaviour and Discipline Policy:
- a) *Screening and searching pupils*: the reason for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search.  
**Governors would expect authorised staff to be appropriately trained in how to carry out a search.**
  - b) *The power to use reasonable force or make other physical contact*: the governors expect all staff to have used a range of strategies to pre-empt the use of physical force or restraint.
  - c) *The power to discipline outside the school gates*: the school reserves the right to take disciplinary action in response to any non-criminal bad behaviour and bullying that occurs anywhere off the School's premises.
11. Where pupils display continuous disruptive behaviour, the School should consider carrying out a CAF assessment with a view to identifying a possible range of needs.

## Review

This 'Statement of General Behaviour Principles' will be reviewed every 3 years, or as necessary. The School's Behaviour and Discipline Policy will be reviewed and shared with the governors every 3 years, or as necessary.

Date	Notes
Jan 2013	Discussed by Staffing & Curriculum Committee
Feb 2013	Approved by Governors