

## **Kingsdale Foundation School**

### **Governing Body Statement of Principles regarding Behaviour**

#### **Rationale and purpose**

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (*Behaviour in Schools: Advice for headteachers and school staff, September 2022*).
2. The purpose of the Statement is to provide guidance for the headteacher in drawing up the school's Achievement & Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the students in the school 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 have the Governors' support when following this guidance.
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 he must take account of these principles when formulating this. The headteacher is also asked to take account of the guidance in DfE publication *Behaviour in Schools: Advice for headteachers and school staff*.
4. The Achievement and Behaviour Policy is published on the school website, is issued to parents and stakeholders and is available on request.

#### **Principles**

1. The Governors of Kingsdale Foundation School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all children to make the best possible progress in their learning and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect between staff and children and between the children themselves.
3. Kingsdale Foundation School is an inclusive school which has been awarded two successive Inclusion Quality Mark (IQM) Flagship Status Awards and is now designated as a centre of excellence.

All members of the school community should be free from discrimination of any sort (as set out` in the Equality Act, 2010 and reinforced by the Public Sector Equality Duty April 2011). To this end the school must have a clear and comprehensive Behaviour and Anti-bullying Policy that are consistently applied and monitored for effectiveness. Measures to protect children from bullying and discrimination as a result of gender (including transgender discrimination), race, ability, sexual orientation or background should be clearly set out and regularly monitored for its effective implementation.

4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable students should be set out in the Achievement and Behaviour Policy.

5. The Achievement and Behaviour policy should show due regard to the Schools Safeguarding and Child Protection Policy and published arrangements.

6. Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities at school and in the local community. The responsibilities of children, parents/carers and school must be outlined in the 'Home School Agreement' which students, parents/carers sign upon entry to the school and they should receive annually.

7. Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Achievement and Behaviour Policy and monitored for their effectiveness.

8. Sanctions for unacceptable/poor behaviour should be known and understood and consistently applied by all staff. The full range of sanctions should be clearly described in the Achievement and Behaviour Policy so that children, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The headteacher may inform the police, as appropriate and most usually through the School's Liaison Officer, if there is evidence of a criminal act or feared that one may take place e.g. cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.

10. The Achievement and Behaviour Policy should set out the disciplinary action that will be taken against children 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.

11. Governors expect full details of appropriate and correct use of reasonable force and restraint to be detailed in the Achievement and Behaviour policy and would expect at least two members of staff to be trained in the use of reasonable force and restraint.

12. . It is recognised that the school has a duty for the behaviour of its students outside of the physical grounds of the school, i.e. while travelling to and from school. Governors expect the Achievement and Behaviour Policy to include details of the school's power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal inappropriate behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the policy are lawful and that staff and students know that sanctions can be applied in these circumstances.

### **Review**

1. This Statement of Principles will be reviewed every 2 years, or as necessary.
2. The School's Achievement and Behaviour Policy will be reviewed and shared with the Governors annually.

***This statement of principle was adopted by the governing body: June 2023***

***Next Review: Summer Term 2024***