



Newlands Junior School
Creating our children's future

Newlands Junior School Governing Body Behaviour Statement

Under the **Education and Inspection Act 2006**, school governing bodies are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

The statement has been developed and agreed by the Governing Body after consultation with parents, pupils, and staff. These principles underpin the school's Behaviour Policy, which defines the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Head teacher. These principles are intended to shape the school's behaviour policy and contribute to high expectations of behaviour which are clearly articulated to all and are an intrinsic element of the schools ethos.

The head teacher and staff are advised by the governing body to refer to and follow the guidance provided by the Department for Education's *"Behaviour and Discipline in Schools- Advice for headteachers and school staff"* (Published February 2014. Due for review January 2016)

Guiding principles of behaviour for all stakeholders

Pride, Responsibility, Respect, Kindness

Our principles are as follows:

1. The Governors at Newlands Junior School strongly believe that high standards of behaviour lie at the heart of a successful school that enables all the pupils to make the best possible progress in all aspects of their school life, and the Head teacher and all the staff to be able to teach and, with the support of the parents, promote good learning.
2. Within Newlands Junior School all pupils and all 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. The Behaviour Policy is written in accordance with the Equality legislation and policy and Anti-bullying Policy. It strives towards the objective of improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity.
4. The Behaviour Policy complements policies relating to safeguarding, special educational needs and other vulnerable children. There should be no discrimination against any person in their access to education in relating to their disability. Any policy on reasonable force should acknowledge the

legal duty to ensure reasonable adjustments are made for disabled children and any child with special educational needs.

5. The Behaviour Policy extends to the behaviour of pupils on school trips and school events or activities arranged off the school premises by school staff as well as behaviour off the school premises which adversely affects another pupil or member of staff. As these set out expected standards of behaviour, they are displayed in all classrooms and other relevant parts of the school.

6. Sanctions for unacceptable or poor behaviour are clearly described in the Behaviour Policy so that pupils, staff and parents/carers can understand how and when these are applied. The policy on exclusions follows general principles and guidelines provided by the Local Authority.

7. Rewards are used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. All pupils have the opportunity to gain rewards and these should be spread fairly across the school.

8. Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Teachers follow the agreed procedures for addressing behaviour and therefore also better understand the extent of their powers and how to use them. The head teacher and staff follows DfE guidelines with regards to the confiscation of inappropriate items and the power to use reasonable force.

In creating these principles the governing body has considered the following documents:

Behaviour and Discipline in Schools- Advice for headteachers and school staff

Equalities and Behaviour (including Anti-bullying)

(Section 88 of the Education and Inspections Act)

(Section 149 Equality Act 2010)

(Section 89 of the Education and Inspections Act 2006)

Provision for Children with Special Educational Needs and Disabilities (SEND)

(Section 85 and schedule 10 of the Equality Act 2010)