

GOVERNORS' STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR AND CONDUCT



LANCASTER
SCHOOL

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 & 16).
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents/carers/ 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 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, not practice: it is the responsibility of the Headteacher to draw up the school's Behaviour policy, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication "Behaviour and Discipline in Schools: advice for headteachers and school staff". (January 2016)
4. The Behaviour Policy must be publicised, in writing, to staff, parents/carers and students at least once a year.

Principles

5. The Governors of Lancaster School strongly believe that high standards of behaviour lie at the heart of a successful school and enables:
 - a) All its students to make the best possible progress in all aspects of their school life and work
and
 - b) All staff to be able to teach and promote good learning without undue interruption or harassment.
6. All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students. 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.

7. Lancaster 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, 2014). To this end the school must have a clear and comprehensive anti-bullying procedure that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect students 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.

8. As a special school, the school must seriously understand and implement its legal duty to students with Special Educational Needs and all vulnerable students under the Equality Act, 2014 in respect of safeguarding. Such duty must be made known to all staff.

9. 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 at school, in the local community and in preparation for their life after school.

10. The School's Code of Conduct should be clearly stated in the Behaviour Policy. This should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and reviewed with the Student Council. The Governors expect the Code of Conduct to be consistently applied by all staff and regularly monitored for their effectiveness.

11. Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour and conduct in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

12. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The Governors strongly feel 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 she 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.

13. Governors expect the headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

14. The Governors expect the headteacher to include the following in some detail in the Behaviour Policy:

a) *Screening and searching students*: the reasons for searching students 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 such a search and what sanctions will be applied. It should also be made clear that parents/carers 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 use reasonable force or make other physical contact*: the situations in which reasonable force may be used should be stated. A definition of 'reasonable force' should be included, which should also explain how and when students may be restrained. Governors would expect authorised staff to be appropriately trained in how to carry out a restraint.

c) *The power to discipline outside the school gates*: disciplining beyond the school gates covers the school's response to all non-criminal bad 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 Headteacher are lawful and that staff and students know that sanctions can be applied in these circumstances.

Signed:

Name:

Chair of Governors

Review date: January 2016

Next review: January 2017