



GOVERNORS STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and Purpose

1. This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DFE guidance (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 Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils 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 he must take account of these principles when formulating the policy. The headteacher is also asked to take account of the guidance in DFE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff.
4. The Behaviour Policy must be publicised in writing, to staff, parents/carers and pupils at least once a year.

Principles

5. The Governors of Langdon Park School strongly believe that high standards of behaviour lie at the heart of a successful school enabling effective teaching and learning to take place so that all pupils can make the best possible progress in all aspects of their school life and work. Whilst governors expect all staff to give full and effective support to pupils in managing their behaviour they also believe it is very important to promote pupil discipline
6. 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.
7. Langdon Park School is proud to be 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 and Equality Policies that are known and understood by all, consistently applied and monitored regularly for their effectiveness. Measures protecting pupils from bullying and

discrimination as a result of gender, race, ability, rsexual orientation, religion or background should clearly be set out and regularly monitored for their effective implementation. Where the misbehaviour of a pupil is related to a mental or physical disability the Governors expect the headteacher to make appropriate adjustments to enable these pupils to be included and to play a full part in the school community. Governors expect staff to be made aware of pupils with disabilities and that regular appropriate training will be provided for them.

8. Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils learning and behaviour must be outlined in the Learning Contract which pupils and parents/carers are required to sign when a pupil joins the school. Langdon Park Governors place great importance on the involvement of parents/carers in working with the school to support their child's behaviour and development.
9. The Schools Rules should be clearly stated in the Code of Conduct. These should set out expected standards of behaviour and should be displayed in all classrooms, and other relevant parts of the school. The Governors expect the rules and sanctions to be consistently applied by all staff and regularly monitored by their effectiveness. Sanctions should be clearly set out and explained to all members of the school community.
10. Governors also expect to see a wide range of rewards consistently and fairly applied in such a way as to promote and reward good behaviour in the classroom and elsewhere. Rewards should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness. Governors expect records to be kept and updated for both sanctions and rewards.