

Southbrook School – Governors’ Behaviour Statement

1. Statement of Behaviour Principles Requirement and Application

This statement has been drawn up in accordance with the Education and Inspection Act 2006 and the Department for Education (DfE) Guidance for Governors on Behaviour and Discipline in Schools, September 2015.

The purpose of the statement is to provide guidance to the Headteacher in drafting the school’s Behaviour Policy so that it reflects the values of the school and the shared aspirations of governors, parents/carers of pupils, staff and pupils at the school. It also highlights appropriate legislation and guidance which need to be reflected in the policy.

The Headteacher must ensure that the Behaviour Policy is made available to staff, parents/carers and pupils and is posted on the school website. The Policy and Statement of Principles will be reviewed annually.

The following has been approved by the Southbrook School Board of Governors. It applies to all adults employed by, volunteering at or providing services to Southbrook School (‘the School’).

Similarly, given the duty of care to pupils, this statement and the policies that both stem from it and are influenced by it (e.g. safeguarding, anti-bullying and exclusions) applies to all pupils when in School, on school trips or residentials and when travelling to and from school.

2. Behaviour Principles and Safeguarding Statement for Southbrook School

The Governors of Southbrook School:

- adopt and support the School in implementing its values (see Section 8)
- are committed to promoting a caring and supportive learning environment which encourages positive behaviour and enables all members of the school community to feel safe, secure and respected
- are committed to ensuring all members of our school community have a right to be treated with respect and kindness, which in turn brings responsibilities to treat each other in the same way
- recognise our responsibility to safeguard all who access our School and promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect, harassment, bullying and discrimination
- have high expectations of everyone and will actively promote equality of value whatever people’s race, gender, age, sexuality, religion or disability
- value the strong relationships that exist in the School, which lead to mutual respect and encourage positive behaviour
- support staff to work to develop our pupils’ self-management of their behaviour, learn that choices and actions have consequences, and promote safety for all
- believe that each pupil is an individual and as such deserves a personalised approach to managing and improving their behaviour

- aim to ensure the school provides a holistic framework, which enables students to learn appropriate behaviours, social skills and relationships
- recognise that the nature of our pupils' complex needs means that their behaviour can be a way of communicating their emotions, feelings and frustrations, and that staff need to listen to these and look beyond the behaviour, as well as addressing it
- believe that supporting pupils in managing and improving their behaviour is a role for all adults working at the school in collaboration with parents/carers, and, where appropriate, outside agencies
- believe that management and staff should seek to minimise the need for restrictive physical interventions
- believe that all staff in the school should have appropriate training to understand the range of children's complex needs in the school, in promoting positive behaviours with children, and in managing challenging situations (see Section 5)

This statement will be applied with as much consistency and fairness as possible, but with regard to each individual situation, recognising that as all our pupils have their own individual complex needs, each pupil's understanding of, acceptance of, and level of behaviour support is different; therefore, a "one size fits all" approach cannot be taken.

3. Monitoring School Behaviour and Understanding Pupil Requirements

The Governors of Southbrook School:

- Expect school rules about behaviour to be simple and kept to a minimum.
- Believe positive behaviours should be praised with specific examples to encourage good behaviour in the classroom and elsewhere in the school.
- Recognise that on occasions sanctions/consequences may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; and to deter other pupils from similar behaviour. The Board of Governors will monitor the School in this regard, and would expect to see that the frequency of specific praise for positive behaviour far exceeds the use of sanctions.
- Recognise that setting meaningful sanctions/consequences for behaviour which, where possible relate to 'cause and effect' rather than as a punishment, will enable the pupil to reflect upon and learn from their behaviour, and in some cases make reparation. Because of the focus on positive behaviours and the opportunities for pupils to learn from mistakes, the Board of Governors expects lower than the national average rates of exclusion.
- Understand that children at Southbrook have a range of special educational needs, physical or mental health needs and disabilities, and can experience particular difficulties with behaviour. The School will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the School must balance the needs of the individual with those of the School community and where individual pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.
- Will work with all members of the School community to understand the pupils and their particular needs and circumstances, and believe this relationship is an important part in building a strong and safe learning community.

4. Home/School Agreement

The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

5. The use of Reasonable Force

The Governors expect the School Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006) in self-defence or when safety is an issue, where there is a risk of significant damage to property, if there were a need to search a pupil for weapons / stolen property.

The Governors expect that 'authorised' staff are appropriately trained in the use of positive handling and restraint, and that all staff are given advice on de-escalation and behaviour management techniques.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil may have a 'Behaviour Management Plan' if appropriate which could specify a particular physical intervention technique for the pupil concerned.

6. The power to discipline for behaviour outside the school gates

The Governors expect staff to respond to non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The Policy should include the school's response to any poor behaviour when the child is taking part in any school organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

7. Pastoral care for school staff

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

8. The School Values

Our school values and ethos are that pupils, staff, governors and families work together so everybody feels valued and respected and can achieve their very best. As a team, we support every pupil to make good choices and develop the knowledge and skills they need to live a happy, safe and successful life. Crucially, we aim to prepare children to be independent and responsible adults in an increasingly complex world.

Our mission statement below captures this ethos:-

At all times, we will seek to:

- ✓ respect all
- ✓ always try hard
- ✓ make safe and healthy choices
- ✓ enjoy life

These Behaviour Principles were adopted by the Full Governing Body on 4th July 2017 and will be reviewed on an annual basis, unless changes in law or regulation necessitate an exceptional review.