



## **Felpham Community College Governors Behaviour Statement**

The Governing Body of Felpham Community College adopted the Governors Behaviour Statement on 9 November 2016.

### **1.0 Background**

- 1.1 There is now a statutory requirement for schools to publish (on their website) a set of principles on school behaviour.
- 1.2 The governing body has the duty to produce this statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The behaviour statement needs to convey the overarching principles but does not need to include specific details of the school's behaviour policy.
- 1.3 It is not the role of governors to write the policy but to provide the Headteacher with a clear written statement of principles. These principles should then be reviewed regularly. There should be consultations as deemed appropriate with parents, pupils and school staff.
- 1.4 Statutory guidance from the Secretary of State recommends that the following should be covered in the resulting school behaviour policy:
  - screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for)
  - the power to use reasonable force or make other physical contact
  - the power to discipline beyond the school gate
  - pastoral care for school staff accused of misconduct
  - when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

### **2.0 Having an effective and relevant school behaviour policy**

- 2.1 The college does not currently have a single behaviour policy and has preferred to pick up behaviour issues within other policy documents. This has been helpful in our rationalisation and reduction in the overall number of policies and this has worked well so far. We seem to pick up changes okay as part of our periodic review process. The important issue as far as the statutory implications seems to be bringing together the key

issues within the statement of general principles so that these can be understood by parents.

2.2 The statement of general principles still needs to be produced, and whilst there are many ways of approaching the construction of a statement, it might be helpful to start with the work we have already previously agreed in developing the college Strategy, Values and Vision.

### **3.0 What might be covered in behaviour policies**

3.1 Typical examples of issues contained in behaviour policies (that are developed from the statement of general principles) include:

- Links with other related policy documents, e.g. health & safety, safeguarding, attendance, home-school agreement, and equalities.
- Expected standards of behaviour
- Classroom management
- College rules
- Rewards and behaviour modelling
- Sanctions, detention, and exclusion
- Conduct outside the College gate
- Anti-Bullying
- Confiscation of inappropriate items
- Power to use reasonable force
- The roles of those involved, i.e. Headteacher, staff, parents, pupils, governors, other agencies
- College support systems
- Complaints procedures
- Involvement of Parents

3.2 These issues are overwhelmingly addressed within our own college policies and SLT will continue to provide an overview to ensure that any refinements or additions are made as necessary and brought to governors for approval.

### **The governing body's statement of principles regarding behaviour**

The approach to behaviour relies on the best use of both traditional and innovative techniques.

**Tradition** includes – standards of uniform, behaviour, attendance, and punctuality

**Innovation** includes – a secure environment that encourages creative, enterprising & independent learning

We will use the behaviour elements of our three **College Values** of **Achievement, Care and Equality** to:

- commit to delivering the highest standards
- recognise and reward success
- break down the barriers to learning

- build positive and supportive relationships
- behave with integrity, compassion and humility
- have respect for each other
- appreciate different backgrounds and cultures
- engender a spirit of community and co-operation
- want the best for everyone

We will use the behaviour elements of our **College Vision** to create a school which is:

- Safe, calm and happy with:
  - clear expectations and boundaries
  - appropriate provision for the vulnerable and challenging
  - a sense of fun
  
- A place students wish to attend and where staff want to work with:
  - innovative ways to engage and inspire
  - utilisation of new technologies
  - a culture of teamwork and support
  - students and staff feel valued as individuals
  
- Fulfilling student potential by the:
  - highest quality teaching and learning
  - challenging of poor performance
  
- Preparing students for life beyond school by:
  - developing independent learners
  - appropriate information, advice and guidance
  - students taking responsibility for their actions and making decisions wisely
  - cultivating confidence, creativity and resilience.