

Governors Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE document Behaviour and discipline in schools: guide for governing bodies (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Fountains High School Positive Engagement, Exclusions and Anti-bullying Policy Behaviour Policies so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Policies at Fountains High School, though they 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: a guide for headteachers and school staff (January 2016).

The Behaviour Policies must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

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Our Behaviour Principles;

- Reflect our school values, our commitment to the United Nations Convention on the Rights of the Child and our curriculum drivers.

- Fountains High School is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every student is educated in an environment where they feel valued, listened to and respected.
- Students are encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences enable a student to reflect on, and learn from a situation and to make reparation wherever possible.
- Students are supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems. This is addressed through the GRIT curriculum as well as day-to-day approaches in the school.
- Adults in school will model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our students to become confident, resilient and self-assured learners.
- The school works in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority and the Esteem MAT.

We subscribe to the six principles (linked to theory) of the Thrive Approach:

1. We understand that behaviour communicates unmet needs and can separate the young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

5. We keep in mind that we are the adults and the young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by students or parents, towards the school's staff, will not be tolerated.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

https://www.fountainsfederation.co.uk/files/ugd/fe352b_6f09297953d548c7bcab7c92332ae3ee.pdf