



## GOVERNORS' WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

### INTRODUCTION

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour & Discipline Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the Governors have consulted the Headteacher, staff, parents or carers of pupils and the pupils themselves.

The purpose of the statement is to advise and guide the Headteacher in drawing up the Behaviour Policy by stating the principles which Governors expect to be followed. It follows the guidance issued by the Department for Education in September 2012 and will be reviewed in line with the Behaviour Policy Review and in response to any changes in legislation and DfE guidance.

### PRINCIPLES

The Governing Body believe that the Behaviour & Discipline Policy should be underpinned by our core purpose and values and it should seek to embrace and carry forward the school's Mission Statement.

### MISSION STATEMENT - OUR CORE PURPOSE AND VALUES

Lakeside's aim is to provide the educational, cultural and emotional foundations necessary for our pupils to be lifelong learners and to succeed as individuals in whatever path they choose.

We will do this by providing excellent and engaging teaching that is underpinned by continuous development of our staff, a safe and high quality learning environment and access to a range of appropriate support for our pupils and their families.

### AIMS - THE WAY WE DELIVER OUR CORE PURPOSE

1. To encourage active partnership between home, school and the community and their participation in all aspects of school life.

2. To raise standards and achievement through high expectations and good or better teaching and learning.
3. To offer equal opportunities to all children and staff regardless of gender, religion, race or any other special needs.
4. To provide, through a wide range of broadly based experiences appropriate to individual needs, a stimulating creative curriculum.
5. To provide a secure and stimulating environment to enable each child to develop intellectually, socially, physically and emotionally.
6. To provide a curriculum that reflects and celebrates the cultural diversity of our society.
7. To provide opportunities for the professional development of staff within a supportive framework.

## STATEMENT IN PRACTICE

The Behaviour & Discipline Policy should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish. The Governing

Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However, they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable, in order to deter other pupils from similar behaviour and ensure the health & safety of the whole school community. It is recognised that the applications of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governors expect the Behaviour & Discipline Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

## CONTENTS OF THE POLICY

The Behaviour & Discipline Policy should include the following:

- . The school's five Golden Rules and expectations.
- . Examples of behaviour to be encouraged.
- . Examples of inappropriate and unacceptable behaviour.
- . A clear explanation of the systems of rewards and sanctions.
- . An outline of the Exclusion Procedure (as presented fully in the Exclusion Policy).

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to search, to use reasonable force and to liaise with outside agencies when misbehaviour occurs outside school. Whilst recognising that these are extreme measure to be taken in exceptional circumstances, the Governors advise that for the protection and safety of the whole school community they should be carried out only in accordance with the specific guidance issued by the DfE. It is recommended that training be provided on a regular basis to the staff to assist them on the rare occasions when it may become necessary to exercise these powers.

The Governors believe that it is by working together that we will encourage children to reach their full potential and become independent, contributing and responsible members of society.

Ratified by Governors \_\_\_\_\_

January 2018