GOVERNOR BEHAVIOUR PRINCIPLES

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Governors' Behaviour Principles V25.1

Under the Education and Inspections Act 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

This statement aims to provide guidance to the Headteacher in creating the behaviour and discipline policy by stating the principles governors expect to be followed.

The governing body of Shorefields School believes all members of the school community should be able to learn and reach their full potential in a safe, secure environment. We value the strong relationships which exist throughout the school, leading to the mutual respect that encourages good behaviour. We have high expectations of everyone based on a belief in the equality of value of all regardless of race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

Because of the diverse needs of Shorefields' pupils, a highly individualised approach to rules, behaviour targets, rewards and sanctions should be at the heart of the school's policy and practice. However, the school must balance the needs of the individual and those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. With this in mind the school will utilise its powers to search in order to keep individuals from harming themselves or others.

A positive, approach to behaviour support using the therapeutic principles of Essex Steps should be adopted, ensuring our students social development, enjoyment of community life and learning. The school will work with parents and carers to understand their children and their circumstances and we believe the relationship is important in achieving a strong learning community. Given our duty of care to the pupils, this statement and the policies that stem from it and are influenced by it (for example Restrictive Physical Intervention, Behaviour, anti-bullying) apply to all pupils when in school, travelling to and from school, and when engaged in extra-curricular activities, trips and visits and when educated off-site.

References

Behaviour and discipline in school: guidance for governing bodies DfE 2013 (updated 2015)
Behaviour and discipline in schools: a guide for head teachers and school staff DfE 2016