

# Edward Peake C of E (VC) Middle School



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## **Governors' Statement of General Principles with Regard to Behaviour**

### **Background**

The purpose of this statement is to provide guidance for the Headteacher and Lead Behaviour Professional at Edward Peake C of E (VC) Middle School in drawing up the school's behaviour policies so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the pupils in the school as well as taking full account of law and guidance on behaviour matters.

It states the principles that the Governors expect to be followed.

The Headteacher and Lead Behaviour Professional of Edward Peake C of E Middle School set out measures in the school's behaviour policy which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work

And which

- Regulate the conduct of pupils.

When deciding these measures, they must take account of these general principles which have been drawn up by the governing body.

They must also follow guidance provided by the governing body in this statement, which includes specific incidents, for example: -

- Screening and searching pupils
- The power to use reasonable force and other physical contact
- The power to discipline beyond the school gates
- Pastoral care for staff accused of misconduct
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

Governors expect Department for Education advice and guidance to be followed when behaviour and discipline policies are created and reviewed and when staff deal with behaviour and discipline matters – principally:

Behaviour and Discipline in Schools – Advice for head teachers and school staff (January 2016)  
Behaviour and Discipline in Schools – Guidance for Governing Bodies (2012)

### **The Context of Edward Peake C of E Middle School**

- Our school is a Christian school delivering a values based education. Thus its behaviour policies and this statement of behaviour principles are driven by a positive system of discipline to support good behaviour for learning.
- At our school we value everyone as an individual, capable of growth, change and development.

- Our relationships are underpinned by our Christian ethos, our motto “Live, Love, Learn” our aims, our mission statement and our values.
- We have high expectations that support the development of our pupils as effective and responsible citizens.
- Our policies for behaviour are set out in the Behaviour for Learning Policy, Anti Bullying Policy and Anti-Cyberbullying policy.

### **General Principles**

1. The Governors at Edward Peake C of E Middle School strongly believe that high standards of behaviour lie at the heart of a successful school and that enables (a) all its pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption.
2. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils, staff and staff and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
3. Edward Peake C of E Middle School is an inclusive school. All members of the school community should be free from discrimination of any sort. This is supported by comprehensive Anti-bullying and Anti Cyberbullying Policies that are known and understood by all, consistently applied and monitored for their effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.
4. These behaviour principles also acknowledge the school’s legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs and disability (SEND). Governors expect that staff will use their professional judgement when dealing with behavioural issues and will take into account the individual circumstances of each pupil.
5. Parents/carers should be encouraged and helped to support their children’s education and pupils should be helped to understand their responsibilities during their time at school and in the local community. The responsibilities of pupils, parents/carers and school staff with respect to pupils’ behaviour must be outlined in the ‘Home School Agreement’ which pupils and parents/carers are asked to sign when a pupil joins the school.
6. Governors fully support the school’s use of a wide range of rewards consistently and fairly applied to encourage and reward good behaviour in the classroom and elsewhere. These are included in the Behaviour for Learning Policy and are regularly monitored by the Lead Behaviour Professional for their consistent, fair application and effectiveness.
7. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions must be set out in the Behaviour for Learning Policy so that pupils, staff and parents can understand how and when these are applied. Sanctions are monitored for their proper use and effective impact by the Lead Behaviour Professional using SIMS.

### **Guidance on Specific Instances**

There may be occasions when the behaviour of pupils is particularly serious and the following additional guidance is provided by the Governing Body to the Headteacher to ensure all staff, pupils and parents/carers are clear about what action can be taken.

1. Power to Discipline Pupils Outside the School Gates
  - Teachers have the power to discipline pupils for misbehaving outside of the school premises and teachers at Edward Peake C of E Middle school should carry out this duty to such an extent as is reasonable.
  - Governors expect staff to follow the Department for Education guidance contained in Behaviour and Discipline in Schools – advice for Headteachers and school staff (January 2016) which sets out what teachers can discipline pupils for and where any disciplinary action can take place.
  - The school's Behaviour for Learning Policy sets out the action that staff should take if such an incident occurs.
  
2. Power to Search Pupils and their Belongings
  - School staff at Edward Peake C of E Middle school can search pupils.
  - Governors expect staff to follow the Department for Education advice contained in "Searching, screening and confiscation - advice for Headteachers, school staff and governing bodies" (January 2018) which sets out in detail their powers.
  - The school's Behaviour for Learning Policy sets out the action that staff should carry out when a search takes place.
  
3. Power to Use Reasonable Force
  - Members of staff at Edward Peake C of E Middle school have the power to use reasonable force.
  - Governors expect staff to follow the Department for Education advice contained in "Use of Reasonable Force – advice for school leaders, staff and governing bodies" (July 2013) which sets out in detail their powers.
  - The school's Behaviour for Learning Policy sets out the action that staff should take when an incident occurs where force has been used.
  
4. Pastoral Care for School Staff
  - Employers have a duty of care to their employees and Governors and the Headteacher will act to manage and minimise the stress if an allegation is made against a member of school staff.
  - Governors expect the Headteacher to follow the advice and guidance in "Keeping Children Safe in Education" (September 2020) when an accusation is made deciding the pastoral support school staff can expect to receive if they are accused of misusing their powers.
  - In addition, they expect the Headteacher to seek guidance from the Local Authority and the school's HR provider together with any other professional bodies.
  
5. Pupils Displaying Continuous Disruptive Behaviour
  - There may be occasions when a pupil displays continuous disruptive behaviour and when the rewards and sanctions contained in the Behaviour for Learning Policy do not lead to an improvement in a pupil's behaviour or where a serious incident occurs. In these situations, the Headteacher has the power to exclude a pupil from school.
  - The Governing Body expects the Headteacher to follow statutory guidance and refer to "Exclusions from maintained schools, Academies and Pupil Referral Units in England: A guide to those with legal responsibilities in relation to exclusion" (September 2017).

- The governing body has key responsibilities in relation to reviewing the Headteacher's exclusion decisions and holding the Headteacher to account for the lawful use of exclusion.
- In addition, the governing body expects the Headteacher to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour and are at risk of exclusion. The Headteacher should liaise with the local authority and provision such as the Academy of Central Bedfordshire and work with the pupil and parents/careers in order to maximise the chances of a pupil being able to stay in education.
- The Governing Body of Edward Peake C of E Middle school may send pupils to provision outside of the school premises that is aimed at improving their behaviour. Governors' powers and responsibilities are set out in "Alternative Provision: A Guide for Local Authorities (January 2013)".

6. Damage to School Property

- Any deliberate damage to school property will result in parents/carers being billed for costs incurred for replacement or repair and will be dealt with in accordance with the Behaviour for Learning Policy.

**Review**

The Governing Body will review this statement of principles every 12 months (Note: this duty cannot be delegated) and it will be published on the school web site.

Signed \_\_\_\_\_  
Chair of Governors

Date approved May 2021

Review date May 2022