



DVIS GOVERNOR STATEMENT ON BEHAVIOUR POLICIES

The Education and Inspections Act 2006 and DfE document Behaviour in schools: guidance 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 DVIS School Behaviour Policies (Behaviour Policy, Anti-Bullying Policy) 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 DVIS, 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 and must also appear on the school's website.

Our Behaviour Principles reflect our school values, and our curriculum drivers.

- DVIS 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.
- DVIS draws directly on Christian values and teachings when considering behaviour principles.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even when it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others. Restorative approaches are used to develop these understandings.
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- The school should work 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.
- The governors expect that the Behaviour Policy incorporates the power to use reasonable force when necessary, as advised in the DfE guidance Use of reasonable force – advice for headteachers, staff and governing bodies (July 2013).
- Although we would not usually expect to address such an issue, the governors and DVIS will not tolerate a child bringing to school illegal drugs or any harmful substances such as glue, solvents, tobacco, or alcohol.

- The governors are clear that no child may bring to school any offensive weapon or item that could be used as such and expect the school to act decisively and with clarity should such a situation arise and that should include powers to confiscate such items.
- The governors seek that behaviour policies will apply outside school hours or off the school site where behaviour may adversely impact on the maintenance of good order and discipline within the school or where it may negatively affect the education or welfare of other members of the school community.

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