



Huntington Community Primary School

Governors' Statement of Behaviour Principles

2024

Date Approved by Governing Board: 20/03/24

Signed 

Chair of Governors

Signed 

Head Teacher

Rationale and Purpose

The purpose of the statement is to provide guidance to the head teacher in drafting the school's Behaviour Policy so that it reflects the values of the school and the shared aspirations of Governors, parents, staff and pupils. It also highlights appropriate legislation and guidance which need to be reflected in the policy.

This document is not policy or practice: rather, it is a statement to set out our school's broad principles and values with regard to behaviour. Practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

In deciding on these Behaviour Principles, the Governors consulted with parents, pupils, school staff and the head teacher.

The statement will be reviewed every three years.

This statement has been drawn up in accordance with the Education and Inspection Act 2006 and the Department for Education (DfE) documents *Behaviour and discipline in schools: Guidance for governing bodies* (2013) and *Behaviour in Schools: Advice for headteachers and school staff* (2024)

Principles

1. **The right to feel safe at all times**

All children and staff have the right to feel safe at all times at school, as do visitors to the school. Bullying or harassment of any description is unacceptable and will be dealt with in accordance with the sanctions laid out in the school's Behaviour Policy, even if it occurs outside normal school hours.

2. **High standards of behaviour**

High standards of behaviour are essential for effective teaching and learning, and to ensure a safe, secure and happy educational experience for all, throughout the school. Such high standards enable staff to teach and promote good learning without distraction, and support pupils to fulfil their potential.

Governors also expect pupils to display the same high standards of behaviour when they represent the school off-site during educational visits and events, when travelling to and from the school, and when wearing the school uniform off-site.

3. **Inclusivity and Equality**

All members of the school community should be free from discrimination of any sort, as stipulated by the Equality Act 2010. Bullying of any sort is unacceptable, and this applies equally to bullying and discrimination on the basis of gender, race, disability, sexual orientation or background. A clear and concise Anti-bullying Statement, understood by all members of the school community, should therefore form part of the Behaviour Policy.

The Behaviour Policy should recognise that children have varying needs and some pupils may need additional support to meet the behaviour expectations of the school. The school has legal obligations (Equality Act 2010) in meeting the needs of pupils identified as having Special Educational Needs or Disabilities, and those identified as 'vulnerable', and will seek the involvement of external agencies to assist in behaviour support as and when necessary.

4. **School Rules**

The Behaviour Policy must include details of the school rules. These should set out the expected standards of behaviour, and be displayed in all classrooms. The governors expect such rules to be shared with and explained to pupils, and consistently applied by all staff.

5. **Rewards and sanctions**

Rewarding the good behaviour of individuals or groups of pupils helps to encourage future patterns of positive behaviour: it supports an ethos of aspiration while reinforcing the school's expectations. A range of reward strategies should therefore be clearly outlined in the Behaviour Policy, and implemented consistently in practice.

Sanctions for unacceptable behaviour should also be itemised in the Behaviour Policy. These should be known and understood by all pupils, parents and staff, and applied consistently, such that all are aware when and how such sanctions will be applied. The policy should also include when and how suspensions (both fixed-term and permanent) will be used as a sanction, although the Governors believe that exclusion should only be used as a last resort.

6. **Additional powers to support behaviour management**

The Behaviour Policy will also include reference to the following, using the specific guidance issued by the DfE. The Governors recognise that these are extreme measures that should only be used in exceptional circumstances.

- The power of school staff to screen or search a pupil where there is a reasonable belief that the pupil possesses an item that is 'prohibited'* or banned in accordance with school rules.
- The power to use 'reasonable force'* and other physical contact to control inappropriate behaviour. The Behaviour Policy should define what is meant by 'reasonable force' and clearly outline the circumstances in which staff may use such force. The Governors expect that appropriate and 'authorised'* staff will have undergone appropriate training in the use of reasonable force and restraint, and that all staff are given advice on de-escalation and behaviour management techniques.

7. **Power to discipline for behaviour outside the school**

The Governors expect the Behaviour Policy to indicate the school's response to non-criminal bad behaviour and bullying which occurs off the school premises and is then reported to the school.

8. **The role of parents**

The Governors expect all parents to be fully informed about, and encouraged to support, the Behaviour Policy and Anti-Bullying Policy, and for the Home School Agreement to summarise the main points.

9. **Allegations against school staff**

The Behaviour Policy should set out the disciplinary action to be taken against pupils who are found to have made malicious accusations against school staff. The Governors expect the head teacher to draw on the advice contained in the guidance document *Keeping Children Safe in Education* (Sep 2023) when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

* Denotes terms with specific meanings outlined in the appropriate reference below.

References

1. *Behaviour and discipline in schools: Guidance for governing bodies* (DfE, July 2013)
2. *Behaviour and discipline in schools: Advice for head teachers and school staff* (DfE, Feb 2024)
3. *The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities* (DfE, May 2014)
4. *Use of reasonable force: Advice for headteachers, staff and governing bodies* (DfE, July 2013)
5. *Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies* (DfE, July 2023)
6. *Keeping children safe in education: Information for all school and college staff* (DfE, Sep 2023)