

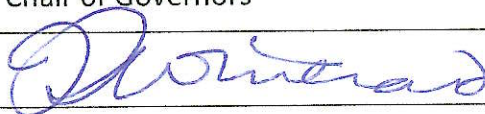
[Type here]



Allithwaite CE Primary School

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

2022/2023

Approved by¹	
Name:	John Whitehead & Full Governing Board
Position:	Chair of Governors
Signed:	
Date:	October 2022
Review date²:	Sep 2023

References to "maintained school" means a community, foundation or voluntary aided school, community or foundation special school and includes Pupil Referral Units and non-maintained special schools

¹ The document requires approval from either the full Governing Body or a Committee of the Governing Body

² Governors are free to determine the review date and frequency – annual is recommended by the DfE

REVIEW SHEET

Each entry in the table below summarises the changes to this policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2013
2	Reformatted only	February 2014
3	Minor amendment to include prevention of Radicalisation	August 2015
4	Changes to reflect the fact that from 1 st January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	March 2016
5	Updated to include amendments to statutory guidance	March 2017
6	Updated to include DfE recommendation that Academy Trusts should have a statement of principles	September 2019
7	Updated to reflect the changes in the model Whole School Behaviour Policy and Keeping Children Safe in Education 2021	November 2021
8	Updated to reflect the changes made in DfE Behaviour in Schools: Advice for Head teachers and school staff (July 2022). Removal of the words "Whole School" in relation to the School's Behaviour Policy and procedures.	September 2022

Definitions

For the purposes of this Statement, a child, young person, pupil or student is referred to as a 'child' or a 'pupil'.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the terms 'Governors' or 'Governing Body' are used, this includes the Management Committee of a Pupil Referral Unit and the Academy Trust/Local Advisory Board where they have chosen to adopt a Statement of Principles.

Introduction

Section 88 of the Education and Inspections Act 2006 requires Governing Bodies and Management Committees of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. The statutory guidance document '[Behaviour and discipline in schools' – Guidance for Governing Bodies](#)' has been used as a reference in producing this Statement of Behaviour Principles.

In accordance with the DfE document [Behaviour in Schools: Advice for Head teachers and school staff](#), schools must have a Behaviour Policy and procedures which includes detail on the following:

- **purpose** – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
- **leadership and management** – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- **school systems and social norms** – including rules, routines, and consequence systems;
- **staff induction, development and support** – including regular training for staff on behaviour;
- **pupil transition** - including induction and re-induction into behaviour systems, rules, and routines;
- **pupil support** – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- **child on child abuse** – including measures to prevent child on child abuse and the response to incidents of such abuse; and,
- **banned items** – a list of items which are banned by the school and for which a search can be made.

The school Behaviour Policy should adhere to the following principles:

- **accessible and easily understood:** clear and easily understood by pupils, staff and parents;
- **aligned and coherent:** aligned to other key Policy documents;
- **inclusive:** consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- **consistent and detailed:** have sufficient detail to ensure meaningful and consistent implementation by all members; and,
- **supportive:** address how pupils will be supported to meet high standards of behaviour.

It is the responsibility of the Head teacher along with the staff in the school to produce the school's Behaviour Policy and procedures and the duty of the Governing Body to provide the Head teacher with a clear written statement of the principles around which the Behaviour Policy and procedures will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document. The Statement is published on the school's website.

In deciding on these behaviour principles, the Governors consulted with parents, pupils, school staff and the Head teacher to ensure that the principles are both relevant and appropriate for the standard of behaviour expected (school rules); the use of rewards and sanctions; the circumstances in which reasonable force will be

used and when multi-agency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school staff Code of Conduct which also applies to other adults working with the children in the school. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the '[Teachers' Standards 2012 \(rev 2021\)](#)'.

Part 1 of the Teachers' Standards also requires teachers to manage behaviour effectively to ensure a good and safe learning environment. In doing so they are required to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy and procedures;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Principles

Right to feel safe at all times

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues and staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions described in the school's Behaviour Policy and procedures.

All staff must be aware of the risk of abuse, neglect, exploitation and radicalisation and be alert to changes in a pupil's behaviour which could indicate that they may need help or protection. The school's Online Safety Policy includes our procedures for promoting online safety and preventing access to terrorist and extremist materials when accessing the internet. Pupils' resilience to radicalisation will be built up by achieving a positive ethos in school as described in the school's Behaviour Policy and procedures and with the promotion of fundamental British values.

The school's Child Protection Policy and procedures also includes details of how we will respond to reports of abuse, neglect, exploitation and sexual violence and sexual harassment particularly as it relates to child on child abuse.

High standards of behaviour

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour by the entire school community will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality

Our School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Single Equality Scheme and promoted in the day-to-day running of the school.