



Governors' Written Statement of Behaviour Principles

**Approved by Governors: To be presented at SIC meeting 11th May 2022
Next Review Date: May 2023**

Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the governors have consulted the Headteacher, staff, parents or carers of pupils, and the pupils themselves.

The purpose of the statement is to advise and guide the Headteacher in drawing up the Behaviour Policy by stating the principles which governors expect to be followed. It follows the guidance issued by the Department for Education in September, 2012, and will be reviewed in line with the behaviour policy review, and in response to any changes in legislation and DfE guidance.

Principles

Mill Lane Primary school is a maintained School. As such, the Governing Body believe that the Behaviour Policy should be underpinned by the ethos of the School and it should seek to embrace and carry forward the School's Aims to:

- provide a happy, safe, secure, caring, motivating and inclusive environment, reflecting the rich cultural diversity of the local community in which children are aware, thrive and feel valued and where their efforts are encouraged and achievements celebrated;
- provide a wide range of educational opportunities in a stimulating learning environment which provokes wonderment, offers a sense of possibility and promises hope;
- provide a learning environment where every child examines the values of the past, makes sense of today and is excited by the future;
- provide appropriate learning opportunities for all pupils, enabling them to improve on their previous best, striving to seize further success and to reach their full potential;
- develop appropriate thinking, learning and communication skills to create develop lively and enquiring minds capable of independent thought and to foster a creative, aesthetic and spiritual awareness;
- nurture and inspire every child and foster and encourage individual talents to enable them to meet future challenges and embrace opportunities in a changing world so that they can become aware of, and take responsibility for, the world in which they live;
- encourage a caring attitude for each other, with emphasis on politeness, thoughtfulness, empathy and good manners; our **S.T.E.P.** approach is promoted throughout the school – **S**orry, **T**hank you, **E**xcuse me, **P**lease;
- give our children the confidence to use initiative and common sense, enabling them to become independent, adaptable, and socially and morally responsible members of society in which they can contribute.

Statement in Practice

The Behaviour Policy should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole school community. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governors expect the behaviour policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community. The Behaviour Policy must also comply with section 89 of the Education and Inspections Act 2006.

Contents of the Policy

The Behaviour Policy should include the following:

- The school's rules and expectations;
- Examples of behaviour to be encouraged;
- Examples of inappropriate and unacceptable behaviour;
- A clear explanation of the systems of Rewards and Sanctions;

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to search, to use reasonable force, and to discipline pupils for misbehaviour outside school, where appropriate; pastoral care for school staff; and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. The Governors recognise that occasions will arise when, for the protection and safety of the whole school community, it will be necessary to employ such measures. However, these measures are to be considered extreme, to be employed in exceptional circumstances and always in accordance with the specific guidance issued by the DfE.

It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers.

This statement has been drawn up by Governors in consultation with staff, parents and pupils. The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent, contributing and responsible members of society.

References:

<http://www.legislation.gov.uk/ukpga/2006/40/section/88>

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

Ratified by Governors: Due FGB meeting 13th July 2022

Review date: July 23