

# INKBERROW PRIMARY SCHOOL

**Love to learn, learn to care**

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

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



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Next Review Required	Autumn Term 2026 (Annual Review alongside Behaviour Policy)

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

## **Rationale and Purpose**

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and the Department for Education's "Behaviour and Discipline in Schools: guidance for Governing Bodies" document (Updated Version published on 24/09/15).

The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the children in school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of, and understand, the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice. It is the responsibility of the Head Teacher to draw up the school's Behaviour Policy, although the Head Teacher must take account of these principles when formulating this policy. The Headteacher must also take account of the latest relevant guidance published by the Department for Education (eg the DfE publication entitled Behaviour and Discipline in Schools: guidance for headteachers and staff).

The school Behaviour policy must be publicised, in writing, to staff, parents/carers and children at least once a year.

## **Principles**

The Governors of Inkberrow Primary School believe that high standards of behaviour lie at the heart of a successful school, and enable all its children 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 undue interruption or harassment.

All children and staff always have the right to feel safe in school. There should be mutual respect between staff, children and parents/carers and between each other. All parents and carers should adhere to the school's Parental Conduct Statement. All visitors to the school should always feel safe and free from the effects of poor behaviour and in all parts of the school.

## **Items that the Governing Body requires the Head Teacher to include in the Behaviour Policy**

1. The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy and made known to all staff.
2. The School Rules should be clearly stated in the Behaviour Policy. These should:
  - set out expected standards of behaviour
  - be displayed in all classrooms and other relevant parts of the school,
  - be shared with, and explained to, all children,
  - be consistently applied by all staff, and

- be regularly evaluated for their effectiveness.
3. Information regarding rewards should be clearly stated in the Behaviour Policy. Governors expect to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored by the Head Teacher for their consistent, fair application and effectiveness.
  4. Information regarding the full range of sanctions that may be used should be clearly stated in the Behaviour Policy, in order that all children, parents/carers and staff understand how and when these are applied. The Governing Body strongly feel that suspensions and exclusions, particular those that are permanent, should only be used as a very last resort. The Governing Body expects to receive a termly report regarding the number of temporary and permanent exclusions that have taken place each year, and the effectiveness of the sanctions that are used within the school.
  5. Information regarding the action that the Head Teacher may take if there is evidence of a criminal act, or if the Head Teacher fears that a criminal act may take place, should be included within the Behaviour Policy. The Governing Body's expectation is that such action may include notifying the local Anti-Social Behaviour Co-ordinator and/or the police.
  6. The Behaviour Policy should reference that the school is an inclusive school, in which bullying and discrimination because of gender, race ability, sexual orientation or background is not tolerated. The Governing Body expects all members of the school community to be free from discrimination of any sort (as laid down in the Equality Act 2010). The Governing Body expects the school's Behaviour Policy to refer to the school's Anti-bullying Policy, and they require the Head Teacher to ensure that the Anti-bullying Policy is known and understood by all, and is consistently applied. In addition, the Governing Body expects the Head Teacher to regularly evaluate the effectiveness of the Anti-bullying Policy, record all incidents of bullying, and to submit an annual report on Bullying Incidents to the Governing Body.
  7. The Behaviour Policy should refer to the responsibilities of children, parents/carers and school staff with respect to behaviour. The Governing Body expects the Head Teacher to document these responsibilities within a Home-School Agreement, which should be signed by all children, their parents/carers and the Head Teacher upon the child's admission to the school, and which should emphasise the role of both parents and staff in supporting a child's education and in helping children to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. In addition, the Governing Body expects the Head Teacher to document parent/carer's responsibilities regarding their conduct within a Parental Conduct Statement.
  8. The Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff. Governors expect the Head Teacher to draw on the advice contained in the "Dealing with Allegations of Abuse against Teachers and other staff" guidance document when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. The Governing Body's expectation is that staff so accused should not be automatically suspended pending an investigation.
  9. The Behaviour Policy should refer to the power to use reasonable force or make other physical contact. The Behaviour Policy should refer to the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving). A definition of

reasonable force should be included, which would also explain how and when children may be restrained. Governors expect all staff to be trained in the use of reasonable force and restraint.

10. The Behaviour Policy should refer to any screening and/or searching of pupils that may be undertaken, including identifying items within the School Rules which are banned and which may be searched for.
11. The Behaviour Policy should refer to the power to discipline beyond the school gate. The Governing Body expect the Head Teacher to include details regarding:
  - a) the school's response to bad behaviour when the child is taking part in any school-organised or school-related activity, is travelling to or from school, is wearing school uniform or is in some other way identifiable as a pupil at the school
  - b) the school's response to misbehaviour at any time which could have repercussions for the orderly running of the school or which could pose a threat to another pupil or member of the public or which could adversely affect the reputation of the school.
12. The Behaviour Policy should detail when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour