



Governor's Written Statement of Behaviour Principles

Date reviewed and approved by Governors: June 2023

Review period: 1 year

Next review due: June 2024

1 Rationale and purpose

- 1.1. This is a statement of principles, not practice.
- 1.2. Practical applications of these principles are the responsibility of the Headteacher.
- 1.3. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Behaviour Policy.
- 1.4. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and [DfE guidance Behaviour and Discipline in Schools, January 2016](#).
- 1.5. The Governors at Little Paxton Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life (*monitoring opportunities: in order to do this school regularly monitor and update behaviour policy and provide reasonable adjustments guide*)
- 1.6. The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the 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 (*monitoring opportunities: behaviour policy shared as part of induction and regularly revisited with the staff team*). Staff should be confident that they have the governors' support when following this guidance.
- 1.7. The school's Behaviour Policy is available to staff and families on the school website.

2 Principles

- 2.1. The Governing Body of Little Paxton Primary School has consistently high expectations of our pupil's behaviour without exception (*evidence: monitoring/learning walks*). We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected.
- 2.2. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of Ready, Respectful, Safe.
- 2.3. Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others (*monitoring opportunities: sanctions evidenced on SIMs; step on training CPD*)

register and slides and learning walks/lesson dips).

- 2.4. Every pupil has the right to learn in a safe environment.
- 2.5. Little Paxton Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010 (*monitoring opportunities: behaviour recorded on SIMs, PLs monitoring frequency of behaviours*).
- 2.6. High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff (*evidence: learning walks*).
- 2.7. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school (*evidence: Headteacher's Award, Housepoints, Worker of the Week, Dojo points*).
- 2.8. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact (*monitoring opportunities: stepped approach with reasonable adjustments for children with SEND*).
- 2.9. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour (*monitoring opportunities: reasonable adjustments made for children with SEND by teachers and LSAs*).
- 2.10. We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- 2.11. The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort (*evidence: school always follows the guidance in 'Behaviour in Schools' July 2022 when considering suspensions*).
- 2.12. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- 2.13. Staff and volunteers set consistently high expectations of all pupils with no excuses.
- 2.14. School will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all times (*evidence: learning walks; assembly plans and open communication with families*).
- 2.15. School's behaviour principles and Behaviour Policy is available to, and understood, by all pupils, staff and parents (*evidence: whole school assembly to share updates in policy, particularly our stepped sanction system*).