



**Children and learning at the heart of our CARE-ing community**

## **Old Fletton Primary School**

### **Governing Body Statement on Behaviour Principles**

**November 2023**

*Governors are required by law to make and, at an agreed time, review a written statement of general principles to provide clear advice and guidance to the headteacher on which she can base the school behaviour policy. They must state if they wish the policy to include particular measures or address particular issues, and to guide her in determining measures to promote good behaviour and discipline amongst pupils. The statement will also help members of staff better understand the extent of their powers and how to use them and help ensure that staff can be confident of the governing body's support if they follow that guidance. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.*

Our statement of general principles has been written by the governing body of Old Fletton Primary School, following consultation with parents, staff and pupils.

- We believe that good behaviour is essential to allow all our pupils to achieve their full potential. High standards of behaviour promote effective learning; effective teaching and learning promote good behaviour. No pupil will be allowed to behave in a manner which adversely affects the learning opportunities of others.
- We believe that all staff and adults who work in the school, or who are connected with it in any way, should themselves act as role-models for children, promoting and exhibiting a high standard of behaviour and personal conduct at all times, and following the requirements of the school's policies and also statutory documents such as 'Disciplinary Rules for All Employees' and 'Safer Care Code of Conduct' (see linked documents below).
- We believe in a culture of inclusion, equality of opportunity and respect for all members of our community and in the importance of self-discipline and self-esteem.
- Discrimination in any form will not be tolerated. We recognise that pupils with unusual emotional or behavioural needs will require support to achieve the expected standard of behaviour.
- We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. Rewards reinforce and sustain good behaviour and encourage other pupils to behave well. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter other pupils from similar behaviour. These rewards and sanctions must be applied consistently and fairly. However, it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use discretion in their use.

- The School will have an effective and easily understood behaviour policy developed by our Headteacher through consultation with pupils, their parents or carers and the staff. This policy will clearly state the code of conduct and the rewards and sanctions used and state the school's approach to:
  - Screening and searching pupils (including identifying items which are banned and which may be searched for) and having due regard to current law on screening, searching and confiscation in schools
  - The use by staff of reasonable force or making other physical contact, having due regard to the DfE document **Use of reasonable force Advice for headteachers, staff and governing bodies July 2016**
  - The school's approach to its power to discipline beyond the school gate, ensuring that such measures are lawful. Disciplining beyond the school gate covers the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes:
    - i) any bad behaviour when the child is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school
    - ii) mis-behaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or which could adversely affect the reputation of the school.

In all of these circumstances the headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

- Pastoral support for school staff accused of misconduct; a member of staff who has been accused of misconduct, pending an investigation, will not automatically be suspended. The governing body instructs the head teacher to draw on the current advice in the 'Dealing with Allegations of Abuse against Teachers and other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- We expect that behaviour in the school will be monitored and reported to us regularly and that parents or carers will be kept informed of their child's behaviour.

Our pupils say:

"I think that behaviour in school is good and is getting better. Everyone is much quieter in class, in the corridor and in assembly. There is nothing to improve because the hand signals make lining up very good." Xander, Y3

"I think that behaviour is good. I like school because people are kind to each other and work hard. Walking in the corridors is good this year because it is silent most of the time. In the hall it gets quite loud and people are fussy about where to sit." Benedict, Y4

"I think that behaviour in school is excellent. Everyone is friendly and although some people are silly in class sometimes, they get a green or red card and then they are quiet. I look forward to coming to school

because my friends are kind to me. I think that behaviour outside is better because there are less purple slips than last year." Logan, Y5

"I think that behaviour is really good. People are behaving well in class. It is not perfect but I don't think it will always be perfect anyway." Herbie, Y4

"I think that behaviour in our school is good most of the time particularly during lessons. Some children ruin this by being loud in the corridors and the hall, but this is improving due to the silent school." Lucy, Y6

"I think that the behaviour in our school is very good. We are getting better at using hand signals to be quiet and this has helped us not get many green cards." Imani, Y6

"I think our behaviour is good but it can be improved by listening to the teachers and not the older children as they are sometimes not good." Mille, Y2

The governing body is also mindful of their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010. It is also mindful of the requirements of the Education and Inspection Act 2006, requiring them to draw to the attention of parents, pupils and staff, on an annual basis, the Behaviour and Expectations Policy and the Anti-Bullying Policy, both of which can be found on the school website.

#### **Linked policies and documents:**

Behaviour and Expectations

Bullying Procedures

Acceptable Use of Mobile Technology

Allegations of Abuse against Staff

Complaints

Disciplinary Procedures Relating to Misconduct (all staff and headteacher)

Disciplinary Rules (for staff)

Equality policies

Governor Code of Practice

Online Safety & Internet Acceptable Use Policy

Keeping Children Safe in Education (September 2021)

Safer Care Code of Conduct/Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (March 2009)

Staff Induction Policy

Whistle-Blowing

Working Together to Safeguard Children (2018)

**Reviewed and agreed by the STAR committee November 2023**