



Governors' Written Statement of Behaviour Principles

Autumn 2024

Review Date: Autumn 2025

Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Personal Development, Behaviour and Welfare Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. The purpose of the statement is to advise and guide the Headteacher in drawing up the Personal Development, Behaviour and Welfare 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

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

Happiness – when we enjoy what we are doing, we learn at our best

Confidence – when we have confidence, we will always 'have a go'

Creativity – when our creativity is developed, we can think and learn in imaginative ways

Challenge – when we are challenged, we are engaged

Perseverance – when we are encouraged to keep going, even when the going gets tough, we develop resilience, positive outlooks and self-belief

Respect – when we are respectful, we can see things through the eyes of others

We have a School Motto/Vision to support our values based around the initial letters of our school name:

Imagine

Make a Difference

Persevere

Succeed

Statement in Practice

The Personal Development, Behaviour and Welfare Policies 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 Personal Development, Behaviour and Welfare Policies must also comply with section 89 of the Education and Inspections Act 2006. Contents of the Policy The Personal Development, Behaviour and Welfare Policies for the school 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; 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. 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>