



Farsley Farfield Primary School Governors' Statement Of general Principles With Regard To Behaviour

Approved by the Governing Board: November 2021

Next due for review: September 2022

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance (Behaviour and Discipline in Schools, 2014).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the [Behaviour Policy](#) at Farsley Farfield Primary School 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. Staff should be confident that they have the Governors' support when following this guidance.

Rationale

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's [behaviour policy](#), though they must take account of these principles when formulating this. The Headteacher will develop the [behaviour policy](#) with reference to the DfE guidance document *Behaviour and Discipline in Schools* and the policy must be published each year in writing. It should be shared with governors, staff and children at the beginning of each academic year and be made available to parents on the school website.

The Governors of Farsley Farfield Primary School believe that understanding the consequences of your actions, both positive and negative, and maintaining high standards of behaviour lies at the heart of a successful school that enables:

- all pupils 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.

Farsley Farfield Primary School is a fully inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2014). To this end the school must have a clear and comprehensive [Anti-bullying Policy](#) that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect

all members of the school community from bullying and discrimination are clearly set out and regularly monitored for their effective implementation.

The school's legal duties under the Equality Act, 2010, in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils, are set out in the [behaviour policy](#) and made known to all staff.

Principles

- All children, staff and visitors have the right to feel and be safe at all times in school.
- Everyone has a right to be listened to and to be valued.
- Everyone must be protected from abuse.
- All children have the right to learn without disruption.
- School behaviour rules should be acceptable to all, clearly communicated, consistently applied by all staff and regularly monitored for their effectiveness.
- The school focus should be on preventing poor behaviour choices rather than devising sanction for use after an incident.
- Self-discipline should be encouraged from the earliest possible age.
- 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.
- Children should be praised for positive behaviour and for maintaining high standards.
- Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account age, special educational needs, disability and the needs of vulnerable children.
- As required, additional support should be provided to help children understand and maintain good behaviour choices.
- All adults – staff, visitors, volunteers and governors are expected to set excellent examples to the children at all times.
- The school aims to build restorative relationships with parents/carers and children where all individuals are willing to provide, and accept support, but also willing to be challenged. The school has a zero tolerance policy with respect to violence, threatening behaviour or abuse from children, parents, carers or staff and will take appropriate action accordingly.
- At all times, school aims to work with children and families by taking a restorative approach and working with all stakeholders to ensure that there is a high level of support as well as high expectations of children's behaviour.