



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

Approved by the Governing Board: March 2023

Next due for review: October 2025

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*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.*

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## **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 strong relationships between all stakeholders in our school community are at the heart of successful behaviour management. We aim to create a sense of belonging in order to increase social and relational capital as well as repair harm and restore relationships when things go wrong. Strong relationships are at the heart of our 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 which takes a restorative approach to resolving conflict and preventing harm. 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

- 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 respectfully challenged.
- The school upholds a firm stance against 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 all stakeholders to ensure that there is a high level of support as well as high expectations of children's behaviour.
- 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 significant 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.
- Consequences for poor behaviour choices should emphasise repairing harm, rebuilding relationships and the fostering of a positive and inclusive school community. They will take into account children's 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 Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- 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.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (making physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
  - Taking part in school organised or related activity
  - Travelling to or from school
  - Wearing school uniform or in some other way identifiable as a pupil