



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

"I can do all things through Christ who strengthens me," (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

BEHAVIOUR PRINCIPLES: WRITTEN STATEMENT

January 2024

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God's creation through providing rich experiences, which enlighten, challenge, shape and enhance life's opportunities for all.

Last Reviewed	January 2024
Next Review Date	January 2026
Ratified by	FGB
Ratified on	22.01.2025
Lead Person	Emma Welch

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Governors’ Statement of Behaviour Principles

Rationale and purpose

1. This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance [Behaviour and Discipline in Schools 2016].
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school’s Behaviour for Learning Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school as well as taking full account of the 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 recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they have the Governors’ support when following this guidance. At this school, our ‘behaviour policy’ is called Positive Relationships and Behaviours for Learning Policy.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school’s Behaviour Policy, although he/she must take account of these principles for formulating this. The Headteacher is also asked to take account of the guidance in the DfE publication, Behaviour and Discipline in Schools 2016.
4. The ‘Positive Relationships and Behaviour for Learning Policy’ is published on the school website and updated annually.

Principles

1. All children, staff and visitors have the right to feel safe at all times at school.
2. Hildenborough CE Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort.
3. The school rules should be clearly set out in the Positive Relationships and Behaviour for Learning Policy and be felt in everyone’s actions and words around the school. Governors expect these rules to be consistently applied by all staff.
4. The staff at the school ensure that positive behaviour is taught at all times, this should also be demonstrated by them at all times. Our values of love, compassion, courage, endurance, hope and honesty are used to teach the positive learning behaviours that we expect at all times. This is to ensure that mistakes are learned from and children are being supported and nurtured into good citizens.
5. Governors would expect to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward positive behaviour choices around the school.
6. Our ethos is all about positive reinforcement and where possible, we focus on verbal praise rather than material rewards- this is so we can develop the children’s intrinsic motivation and love of learning from deep within.
7. Consequences for unacceptable behaviour should be known and understood by all staff and pupils, and consistently applied. The consequences might with be educational so that a child learns from the negative behaviour or protective consequence to ensure that everyone is safe.
8. It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual pupil. The Headteacher is expected to use his/her discretion in their use. Consequences, should however, be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary. Protective consequences can only be issued by a member of the senior leadership team, taking into account the individual.
9. The governors feel that suspensions and/or exclusions, particularly those that are permanent, must only be used as a last resort.
10. The governors expect pupils and parents to work collaboratively with the school staff to keep everyone safe and respected in order to promote a positive learning environment for all.

Love. Compassion. Endurance. Courage. Hope. Honesty

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11. The governors 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 appropriately, the school may restrict access from the school premises. If the parent continues to cause disturbance, the police will be called to support in creating a peaceful relationship between parents and school.
12. Governors will support any disciplinary action that is taken by the school against children who are found to have made malicious accusations against school staff and have the expectation that school staff will receive pastoral support if they are accused of misusing their powers.
13. Governors expect the Headteacher to include in the Positive Relationships and Behaviour for Learning Policy, details of the schools’ power to discipline outside the school gates: disciplining beyond the school gates covers the school’s response to all non-criminal inappropriate behaviour and bullying that occurs anywhere off the schools premises. The governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

Searching pupils

School staff may search pupils with their permission for any item that is banned by the school rules. The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupils has weapons, alcohol, illegal drugs or stolen items. The school will not normally conduct a *without consent* search but will contact the child’s parents instead. The use of this power will therefore be a last resort.

Staff searching pupils will always do this with at least 1 other member of staff and the search will always be carried out by a member of the senior leadership team, with consent from the Headteacher.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom and around the school. The Headteacher should be informed of any incident that has led to the use of these powers, and the incident must be recorded.