

Governor Principles for Behaviour

Golcar Junior, Infant & Nursery School



Version No.	1.0	
Approved By	Sharon Appleby, Chair of Governors	Jan 2023



The ultimate aim under these principles is to create a calm, safe and supportive environment in school, that limits disruption.

Rationale and purpose

This Statement has been drawn up in accordance with the Education and Inspections Act, 2011 and current DfE guidance (Behaviour in Schools, 2022).

The purpose of the Statement is to provide guidance to the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the school; governors, staff, parents and pupils, 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 recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the current guidance from the DfE

The Behaviour Policy is to be published on the school website and distributed to all members of staff via e-mail and available to all on request

Principles

High standards of behaviour: The governing body of Golcar J I & N School believe that high standards of behaviour lie at the heart of a successful school which enables all of its pupils to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote good learning without interruption. There should be a whole school approach to tackling behaviour and, for those who need it, additional support to meet behavioural expectations. This means that schools should ensure high standards of behaviour that runs through all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave. Behaviour should therefore run through the curriculum. Staff should have training on the behaviour policy and model the expected behaviour and pupils should be routinely reminded of expectations.

The right to feel safe at all times: All pupils, staff and visitors have the right to feel safe at all times in school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the policy should help to foster this.

Inclusivity: Golcar J I & N School is an inclusive establishment. All members of the school community should be able to work or study, free from any form of discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). 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 pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

Equality: The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be included in the Behaviour Policy.

School Rules: The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and shared with and explained to all pupils. The governing body expect the rules to be consistently applied by all staff.

Supporting pupils with additional needs: There should be a focus on support and interventions for pupils who need it to be able to meet the school's behaviour expectations. The school should anticipate likely triggers of misbehaviour in such pupils and provide appropriate support. Where pupils are identified as having Special Educational Needs (SEN), the school should consider whether the pupil understood their misbehaviour and whether it is appropriate to impose a sanction. Where sanctions are imposed, the school should consider what support to offer following the sanction.

Preventing Misbehaviour

There should be an emphasis on prevention of misbehaviour and putting support in place through re-integration strategies and targeted interventions. This falls in line with the cultural/whole school approach. Again, there should be a focus on pupils who will need more support than others and this support should be provided as proactively as possible.

Data analysis: should be used to help inform policy and practice. This will assist schools in identifying where they are failing to offer appropriate support.

Rewards: The governing body would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. The school should create a culture of positive behaviour and an environment where expected behaviour is modelled and rewarded, and misbehaviour prevented.



Unacceptable/poor behaviour: Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The range of sanctions should be described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The governing body strongly feel that exclusions should always be a last resort. Permanent, must be used only as a very last resort. The goal should always be integration.