

Behaviour Principles: Written Statement by the Local Governing Body



Approved by:	Local governing body
Last reviewed on:	September 2025
Next review due by:	Annually

Scope of the Local Governing Body's Behaviour Principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school, although the governing body at Astwood Bank Primary considers it best practice to collaborate with the Headteacher to produce a set of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE) has been used as a reference in producing this Statement of Behaviour Principles. This statement and the behaviour policy will be reviewed annually.

The local governing body understand that schools are required to have a Behaviour Policy which includes the school rules. It is the responsibility of the head teacher along with the staff at Astwood Bank Primary School to produce the school's Behaviour Policy and the duty of the Governing body to provide the Headteacher with a clear written statement of the principles around which the Behaviour Policy will be formed and follow.

Purpose

Our behaviour principles provide all stakeholders of Astwood Bank Primary School with an appropriate code of conduct, which encourages our school to internalise a set of key values. In response, our children become happy, successful and able to serve our community positively. This statement should be read in conjunction with our Positive Behaviour Policy, Anti-Bullying Policy, Online Safety Policy and our Safeguarding (Child Protection) Policy.

This statement is informed by the school's Aims and Values

This is a statement of principles, not practice. It is intended that this set of principles reflects the school values, vision and ethos and is utilised to guide the head teacher in drawing up the whole school behaviour policy in conjunction with other senior leaders and school staff.

There is an expectation that this policy and the actions within it are in accordance with the school responsibilities under equality legislation.

Aims and Values

As a governing body, our main aim is to support the school to develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of the 21st century. The school, led by the head teacher and supported by the governing body aim to:

- Provide a happy, secure environment and foster attitudes which will instill self-confidence and create a sense of personal worth.

- Create a warm and welcoming environment with a range of sensory opportunities in which pupils can access and organise resources/ aspects of their work and become independent learners.
- Provide a broad and balanced curriculum that stimulates and challenges pupils to enable them to acquire knowledge, skills and understanding relevant to life in the 21st Century which adheres to the National Curriculum. The curriculum takes account of individual learning styles as well as promoting physical, creative, social, emotional and spiritual development.
- Promote an atmosphere fostering a sense of caring, tolerance and support alongside an appreciation of different viewpoints which enables each to achieve their own potential.
- Communicate effectively with parents and the community and to develop shared goals and values that will support and challenge the pupils.

The local governing body considers the school's values to play a key role in policy development

- We believe that everyone has the right to be treated with respect (the right to feel safe).
- We believe all pupils deserve equal access to a broad, balanced curriculum and a wide range of opportunities.
- We value the need for a stimulating 'learning' environment that promotes active learning, lively enquiring minds and an ability to question rationally.
- We recognise everyone has personal strengths and qualities that are developed through opportunities created to suit individual learning styles.
- Each person is of equal importance and excellence as achieved through opportunity, encouragement and recognition.
- We value partnership between the local governing body, the school staff, parents and the community.
- We value teamwork and believe in the importance of shared responsibility.

In short, the local governing body believes the school's aims & values foster:

Core Values	British Values
Honesty	Democracy
Respect	The rule of law
Effort	Individual liberty
Punctuality	Mutual respect
Responsibility	Tolerance of those of different faiths and beliefs

Monitoring arrangements

As stated in school policy, the local governing body expects school leaders to analyse trends in school behaviour and present this at full governing body meetings. Where appropriate, this data should be used by senior leaders to adjust best practice to maintain the school's culture of positive behaviour.

The right to learn in a safe environment

Every child has the right to learn, but no child has the right to disrupt the learning of others. Everyone has a right to be listened to, to be valued and to feel and be safe. Everyone must be protected from disruption or abuse.

Rewards

The local governing body expect the Positive Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with who are responsible for pupils, to apply them consistently and fairly across the whole school. It is agreed that any reward system adopted by the school should promote positive behaviour in the classroom and the wider school environment. The local governing body expect that any reward system is explained to others who have responsibility for young people. Reward systems must be regularly monitored for consistency, fair application and effectiveness.

Sanctions – including suspension and exclusion

The local governing body supports the sanctions outlined in the Positive Behaviour Policy. We believe that sanctions should be fair and consistent, and known by all members of staff who are responsible for the care of any pupils. Sanctions should also consider the individual needs of children, including those with special educational needs. The local governing body expects school staff to make reasonable adjustments when sanctioning children whose behaviour might be a consequence of their individual needs.

In some cases, the school might need to consider suspension or exclusion of a pupil. This should be a last resort, and if required, the head teacher should seek support and advice from the local authority, as well as referring to the Suspension and Exclusion Policy.

The power to discipline for behaviour outside the school gates

The local governing body expect the head teacher to take lawful measures when responding to misbehaviour beyond the school gate.

Anti-bullying

The local governing body expects that through regular training and discussion, all staff are signed up to a culture of vigilance. Astwood Bank Primary should uphold a zero-tolerance approach to bullying, prejudice, and discrimination of any form. All members of staff must read and

understand the latest guidance materials on Keeping Children Safe in Education, which includes knowing how to respond to and report child-on-child abuse. Staff must also familiarize themselves with the school's Anti-Bullying Policy and Safeguarding Policy respectively.

Screening and searching pupils

The local governing body expect senior leaders (and those authorised) to ensure they are fully aware of their powers to search pupils without consent **only** when searching for 'prohibited items'. Further details can be found in the Government document, 'Use of reasonable force, 2013.'

Use of reasonable force

Restraint is typically used in more extreme circumstances, but the local governing body expect the senior leaders to ensure that staff are aware of their power to use reasonable force in extreme circumstances. Consideration should be paid to any 'reasonable adjustments' for those children with additional needs. Where necessary, training should be provided to certain staff members.

Key principles – co-constructed with the head teacher

- The local governing body and head teacher's fundamental approach is a positive one, building respectful relationships, drawing attention to, rewarding good behaviour.
- It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
- Staff will seek to give every child a sense of personal responsibility for his/her own actions.
- All staff will communicate expectations of behaviour clearly.
- Where there are significant concerns over a pupil's behaviour the local governing body and head teacher agree that strategies used by the school should be communicated to parents, thus working on an active partnership to promote good behaviour.
- Early support and intervention will be issued at the earliest opportunity.
- Strategies will be recorded where there is a high level of concern both on behaviour log/ concerns sheet or a Pastoral Support Plan.
- The school should seek advice and support from appropriate outside agencies when it is deemed necessary.
- The school should be outward facing and open to suggestions of best practice to further and improve behaviour and attitudes. This may be through educational research and books, staff attendance on courses, or advisory visits from external agencies. The local governing body and head teacher see it as best practice to disseminate such ideas throughout the staff in a timely manner, on a needs basis.

Pastoral care for school staff

The local governing body recognises that employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Astwood Bank Primary School



A centre of learning and opportunity