



# **Nettleham Church of England Voluntary Aided Junior School**

## **Governors' Statement of General Principles with regard to Behaviour**



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## **Nettleham CE (Aided) Junior School Governors' Statement of General Principles with regard to Behaviour**



*We are one big family and each member of our school is a vital part of it.  
As an inclusive church school we nurture everyone to feel loved, valued and unique,  
because God made us that way. We are ambitious that all of our children love learning  
for life, make a difference in the world, reach their full potential and become the best  
version of themselves.*

*“You are the body of the anointed one and each of you is a unique and vital part of it.”  
1 Corinthians 12:27 (passion translation)*

### **RATIONALE AND PURPOSE**

- This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012);
- The purpose of the Statement is to provide guidance for the headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the students 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 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;
- This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the school's behaviour policy, taking account of these principles when formulating this. The headteacher is also asked to take account of the guidance in DfE publication 'Behaviour and Discipline in Schools: a guide for headteachers and school staff';
- The Behaviour Policy is published on the school website and available on request.
- The Behaviour Policy will also incorporate strategies to promote positive mental health and well-being among pupils, recognising the link between emotional well-being and behaviour.

### **PRINCIPLES**

- The Governors of Nettleham Church of England Aided Junior School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all children to make the best possible progress in their learning and (b) all staff to be able to teach and promote good learning without undue interruption or harassment;
- All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect between staff and children and between the children themselves;
- Nettleham Church of England Aided Junior School is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Policy that is consistently applied and monitored for its effectiveness. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for its effective implementation;

- The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy;
- The Behaviour policy should show due regard to the School's Safeguarding Policy;
- Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities at school and in the local community. Expectations and responsibilities of children, parents/carers and school must be outlined in the 'Home-School Agreement' which parents/carers should receive annually;
- Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and monitored for their effectiveness;
- Sanctions for unacceptable/poor behaviour should be known and understood and consistently applied by all staff. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. The Governors understand that adjustments can be made for pupils with additional needs (EHCPs and Pupil Profiles) where necessary. These should be appropriate and reasonable. School will, as far as possible, try to anticipate likely triggers and put preventative measures in place that take into account the specific circumstances and requirements of the pupil concerned;
- The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The headteacher may inform the police, as appropriate, if there is evidence of a criminal act or feared that one may take place e.g. cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact;
- The Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers;
- Governors expect full details of appropriate and correct use of reasonable force and restraint to be detailed in the Behaviour policy and would expect at least two members of staff to be trained in the use of reasonable force and restraint;
- Governors expect the head teacher to include in the Behaviour policy details of the school's 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 school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and students know that sanctions can be applied in these circumstances;
- The Anti-bullying Policy will include clear procedures for reporting, investigating, and resolving incidents, with involvement of pupils, parents/carers, and external agencies where appropriate;
- The Behaviour Policy will include a graduated sanctions framework and restorative justice approaches to support behaviour improvement and reconciliation;
- In addition to at least two staff trained in restraint, all staff will receive regular updates on de-escalation techniques and behaviour management strategies to minimise the need for physical intervention;
- The Behaviour Policy will outline clear communication channels for parents/carers to discuss behaviour concerns and will encourage their active partnership in supporting positive behaviour;
- The effectiveness of the Behaviour Policy, including the use of rewards, sanctions, and exclusion data, will be regularly monitored by governors and senior leaders. Feedback from pupils, staff, and parents will inform ongoing policy review and development.