



**Mill Lane Community Primary School &
The Windmill Community Nursery**

Growing, Thriving, Flying

Governing Body Statement of Behaviour Principles

The Department of Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general 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 – July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

Mill Lane Community School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles which Governors expect to be followed. The policy aims to underpin the Governor's duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school office and can be found on the school's website.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards. It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible.

This statement and behaviour policy will be reviewed every two years, unless changes at national or local level necessitate an exceptional review.

Right to feel safe at all times:

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High Standards of Behaviour:

- The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.
- Good teaching and learning promote good behaviour and good behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

- We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules:

- Expectations for behaviour will be detailed in our Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.
- We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards:

- We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.
- The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision so that there is a consistent message to pupils that good behaviour reaps positive outcomes.
- The reward system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

- Sanctions for unacceptable / poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents / carers including extended provision.
- It is important that consequences are monitored for their proper use, consistency and effective impact.

Home School Agreement:

- The Home School Agreement will be an important part of communicating our approach so that parents / carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- The responsibilities of children, parents / carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents / carers and teachers must be asked to sign when a pupil joins the school.

The use of reasonable force:

- The Governors expect the Whole School Behaviour Policy / Use of Reasonable Force Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances:
- In self-defence or when safety is an issue
- Where there is a risk of significant damage to property
- To search pupils for weapons / stolen property
- The governors expect that 'authorised staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques
- There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

The power to discipline for behaviour outside the school gates:

The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

- Taking part in any school-organised or school-related activity, wearing school uniform or identifiable as a pupil at the school.

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- Could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Pastoral care for school staff:

The Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Headteacher to draw on and follow 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. In addition, 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.

Values statement

We are building a safe, secure, caring and happy learning environment.

Everyone values and respects themselves and each other.

Children are encouraged to foster a sense of enquiry and develop questioning skills.

High expectations are held by all in both work and behaviour.

We believe in fostering positive relationships and developing partnerships between parents, staff and children.

We embrace diversity and promote equal opportunities and inclusion for all.

We encourage self-esteem and confidence in both independent and collaborative learning.

We promote the development of life skills, including staying healthy.

Agreed by Full Governing Body of Mill Lane Community School

Signed by the Chair

A handwritten signature in black ink, appearing to read 'S A Watkinson', with a long horizontal flourish extending to the right.

S A Watkinson

Reviewed: January 2023

Next Review: January 2025