



GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

The Department for Education requires governing bodies of maintained schools to publish a 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.

Moorfield Primary School is an inclusive school. We are committed to promoting the school values of responsibility, thankfulness, compassion and perseverance as well as the British values of democracy, rule of law, individual liberty and respect and tolerance. These are the principles underlying the behaviours for learning policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

Right to feel safe at all times:

Our 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 will be 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:

School rules will be set out in our Behaviours for Learning Policy. 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 all those who have responsibility for the young people in our school so that there is a consistent message to children that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable or poor behaviour should be known and understood by all staff, pupils and parents/carers. It is important that sanctions 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 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.

The use of Reasonable Force:

At all times the use of reasonable force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006)

- 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 power to discipline for behaviour outside the school gates:

The Governors expect the Behaviours for Learning Policy to set out the school's response to inappropriate 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 inappropriate 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

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:

We have a policy statement which outlines 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 'Managing Allegations against Staff Statement' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Governing Body
Autumn 2025