



ORTON CE PRIMARY SCHOOL

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

2024

Approved by ¹	
Name:	Mr Richard Petty on behalf of the Governors
Position:	Chair of Governors
Signed:	
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Review date ² :	December 2027

Definitions

For the purposes of this Statement, a child, young person, pupil or student is referred to as a 'child' or a 'pupil'.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Introduction

Section 88 of the Education and Inspections Act 2006 requires Governing Bodies and Management Committees of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. The statutory guidance document '[Behaviour and discipline in schools' – Guidance for Governing Bodies](#)' has been used as a reference in producing this Statement of Behaviour Principles.

In accordance with the DfE document [Behaviour in Schools: Advice for Head teachers and school staff](#), schools must have a Behaviour Policy and procedures which includes detail on the following:

- **purpose** – including the underlying objectives of the policy, and how it creates a calm and safe environment in which all pupils can learn and reach their full potential;
- **leadership and management** – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- **school systems and social norms** – including rules, routines, and consequence systems;
- **staff induction, development and support** – including regular training for staff on behaviour;
- **pupil transition** - including induction and re-induction into behaviour systems, rules, and routines;
- **pupil support** – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- **child on child abuse** – including measures to prevent child on child abuse and the response to incidents of such abuse; and,
- **banned items** – a list of items which are banned by the school and for which a search can be made.

The school Behaviour Policy should adhere to the following principles:

- **accessible and easily understood**: clear and easily understood by pupils, staff and parents;
- **aligned and coherent**: aligned to other key Policy documents;
- **inclusive**: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- **consistent and detailed**: have sufficient detail to ensure meaningful and consistent implementation by all members; and,
- **supportive**: address how pupils will be supported to meet high standards of behaviour.

It is the responsibility of the Head teacher along with the staff in the school to produce the school's Behaviour Policy and procedures and the duty of the Governing Body to provide the Head teacher with a clear written statement of the principles around which the Behaviour Policy and procedures will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document. The Statement is published on the school's website.

In deciding on these behaviour principles, the Governors consulted with parents, pupils, school staff and the Head teacher to ensure that the principles are both relevant and appropriate for the standard of behaviour expected (school rules); the use of rewards and sanctions; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school staff Code of Conduct which also applies to other adults working with the children in the school. In addition to this Code of Conduct, all

employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the '[Teachers' Standards 2011 \(rev 2013 and 2021\)](#)'.

Part 1 of the Teachers' Standards also requires teachers to manage behaviour effectively to ensure a good and safe learning environment. In doing so they are required to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy and procedures;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Ethos

Orton CE School is a very happy, safe and caring place with a very positive ethos and extends a warm welcome to all. We are a Church of England school underpinned by Christian values, however, we welcome all no matter what their background or beliefs. Our school is very much a family that cares for each individual. At Orton CE Primary School we have very high expectations of behaviour of everyone (Pupils, Staff, Governors, Volunteers, Parents) in our school community.

We expect everyone to behave respectfully towards each other at all times even if parties have differing views or opinions. Our school vision, particularly our Christian values of Forgiveness, Love and Hope, underpins all our interactions and relationships with each other.

We recognise that sometimes difficulties arise in interactions between people but we strongly believe in bringing parties together to talk through difficulties. We aim to maintain a safe, caring and trusting environment where when things go wrong we can be forgiven for our mistakes. We move forward by putting things right with each other, we show love to one another and demonstrate that we have learned from our mistakes in the hope that in the future our mistakes will not be repeated.

For us to maintain our positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, pupils, and parents). Having this positive and caring ethos helps to ensure good behaviour from pupils in school. Our children learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

To achieve this:

- We have a shared and understood code of conduct ensures a consistent message of respect and self-control for adults and children;
- We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults help children to behave well;
- Orton School is a place where learning and personal development take place in a climate of trust and confidence. Children feel secure. They are encouraged to talk and are listened to;
- Curriculum activities and opportunities for Relationships Education and health Education equip children with knowledge, skills and vocabulary that they need to develop self-control and respect for others;
- All staff and volunteers working in school have a responsibility to act as role models of acceptable behaviour;
- A climate of trust, openness and communication exists between home, school and the wider community;
- Sanctions are appropriate and consistent with a clear progression of severity;

- Poor behaviour may indicate emotional and behavioural special needs where a child needs additional support to be included in school life;

Principles

Orton CE School's vision is to be an excellent place to learn.

- *Rooted in the Christian values of love, hope and forgiveness*
 - *Growing strong in a caring and safe environment*
 - *Thriving and flourishing to go out into the world.*

Right to feel safe at all times

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues and staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions described in the school's Behaviour Policy and procedures.

All staff must be aware of the risk of abuse, neglect, exploitation and radicalisation and be alert to changes in a pupil's behaviour which could indicate that they may need help or protection. The school's Online Safety Policy includes our procedures for promoting online safety and preventing access to terrorist and extremist materials when accessing the internet. Pupils' resilience to radicalisation will be built up by achieving a positive ethos in school as described in the school's Behaviour Policy and procedures and with the promotion of fundamental British and Christian values.

The school's Child Protection Policy and procedures also includes details of how we will respond to reports of abuse, neglect, exploitation and sexual violence and sexual harassment.

High standards of behaviour

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour by the entire school community will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The 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 acceptable members of the wider community.

Inclusivity and Equality

Orton CE School is an inclusive school where everyone is given the warmest of welcomes no matter what their background or beliefs. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy and promoted in the day-to-day running of the school.

The Behaviour Policy and procedures must emphasise that bullying and discrimination as a result of age, sex, race, ethnicity, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation/identity (protected characteristics) is absolutely unacceptable and attracts a zero tolerance attitude. The Policy and procedures must, therefore, include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying of all forms including cyber bullying, sharing of nude and/or semi-nude images and/or videos, sexual violence and sexual harassment and other forms of child on child abuse and discrimination should be included in the procedures and consistently applied and monitored for their effectiveness.

The school's legal duties to comply with the Equality Act 2010 and which are described in the School's Equality Policy will be further reinforced through the school's Behaviour Policy and procedures and will seek to safeguard vulnerable pupils, particularly those with Special Educational Needs, Disabilities (SEND) and other

health conditions where reasonable adjustments in the Behaviour Policy's application may be necessary and appropriate.

Mental health and behaviour

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Reference to how the school will respond to children with mental health and the effects of this on their behaviour must be included in the Behaviour Policy and procedures.

School Rules

The Behaviour Policy and procedures must include details of the school rules (including the rules around the use of mobile phones and other smart technology with similar functionality to mobile phones e.g. smart watches linked to mobile phones). These should set out the expected standards of behaviour and shared with and explained to all parents and pupils (in an age-appropriate manner). The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards

The Governors expect the Behaviour Policy and procedures to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will 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 Breakfast and After School Clubs and home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions

Sanctions for misbehaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents. Like rewards, sanctions must be consistently applied across the whole school, including Breakfast and After School Club and home to school transport. The range of sanctions must be described in the Behaviour Policy and procedures so that all concerned are aware of and understand how and when the sanctions will be applied. The Behaviour Policy and procedures should explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Policy and procedures should include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the Police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Pupil Support

Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, the Governors expect the school to have a range of strategies available to provide consistent support for the pupil concerned. These strategies should be evident to staff, pupils and parents in the Behaviour Policy and procedures and consistently applied where appropriate and necessary.

Searching, screening and confiscation

The Governors expect the Behaviour Policy and procedures to clearly explain to staff and others with authority their powers in relation to the searching and screening of pupils for items which are 'prohibited' and/or banned in accordance with the school rules. In addition, the Governors expect the Head teacher and others to pay particular regard to the DfE's detailed guidance on [Searching, screening and confiscation: guidance for schools](#).

The use of Reasonable Force

The Governors expect the Behaviour Policy and procedures to clearly outline the circumstances where staff may use reasonable force and other physical contact to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'reasonable force' should be included which will explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and '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. Mention should also be made of the need for individual pupil 'Behaviour Management Plans' or 'Support Plans' which may specify particular physical intervention techniques for the pupil concerned.

The Power to discipline for behaviour outside the school premises

The Governors expect the Behaviour Policy and procedures to set out the school's response to non-criminal misbehaviour and bullying (including cyberbullying and the sharing of nude and semi-nude images and/or videos) 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 misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to and from school;
- wearing school uniform; or,
- in some other way identifiable as a pupil at the school

Even if the conditions above do not apply, the Behaviour Policy and procedures 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 and procedures 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 Head teacher to draw on and follow the advice in Part four of DfE statutory guidance '[Keeping Children Safe in Education](#)' (Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors) 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 and procedures should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Suspected Criminal behaviour including the use of drugs and drug-related incidents

The Behaviour Policy and procedures should include a section on dealing with suspected criminal behaviour including the use of drugs and drug-related incidents involving both pupils and adults where this is deemed to be applicable.

Behaviour of parents and other visitors to the school

The Governors will not tolerate any unacceptable behaviour by parents, visitors or other members of the school community. Reference should be made to the DfE guidance '[Controlling access to school premises](#)' and to the fact that the school may bar individuals from coming on to school premises where their behaviour towards staff, pupils or others working in or on behalf of the school is unacceptable or inappropriate.