



Governors' Statement of Behaviour Principles

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, updated April 2013).
2. 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 pupils in the school as well as taking full account of law and guidance on behaviour matters.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this.
4. The Behaviour Policy is publicised to staff and families on the school website.

Principles

1. The Governors of Hambrook School strongly believe that high standards of behaviour lie at the heart of a successful school that enables
 - (a) all pupils to make the best possible progress in all aspects of their school life
 - (b) all staff to be able to teach and promote good learning without undue interruption.
2. All pupils, staff and visitors have the right to feel safe at all times in school.
3. Hambrook is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation, religious belief (or lack of belief) or background are clearly set out and regularly monitored.
4. The school's expectations are clearly stated in the Behaviour Policy. This should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils.
5. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
6. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and are avoided.

7. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
8. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
9. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
10. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
11. The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.
12. Every child has the right to learn but no child has the right to disrupt the learning of others.
13. It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
14. Hambrook Primary seeks to give every child a sense of personal responsibility for his/her own actions.
15. Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
16. Where appropriate, the school will seek advice and support from outside agencies where concerns arise over a child's behaviour.
17. The school actively promotes good physical health, mental health and wellbeing as factors that influence positive behaviour.