



Statement of Behaviour Principles

Status	Approved	Approval	FGB
Review frequency	Annual	Author (role)	Headteacher
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Date of next review	November 2026	Date withdrawn	N/A

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, 2016).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Promoting Positive Behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in 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 discipline and sanctions 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 Promoting Positive Behaviour policy, though they must take 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 staff.

The school's Promoting Positive Behaviour policy will be accessible by all staff, and will form part of the induction process for new staff. It will be published and publicised on the School's website. Printed copies will also be available, on request, from the school office.

Principles

At Foxhills Federation

- **Children and adults must have a safe and calm learning environment**
- **Children must learn and consistently demonstrate acceptable behaviour choices**
- **Positive learning and attitudes must be recognised, encouraged and praised**
- **Unacceptable behaviour choices must be regarded as opportunities to teach children about choices, personal responsibility and acceptable responses (rather than just sanctions).**
- **Everyone will be treated fairly, respectfully and equally, free and protected from discrimination (equality Duty, dignity at work)**
- **Effective Home-School partnerships will be established, so we can work in partnership to promote consistent approaches**

Children and adults must have a safe and calm learning environment

All children and adults in school have the right to feel safe. There must be mutual respect between adults and children, and between each other.

A calm learning environment will facilitate optimum learning for all children, so that:

- all children to make the best possible progress in all aspects of their school life and learning and;
- all staff are be able to teach and lead excellent learning without undue interruption or harassment.

Children must learn and consistently demonstrate acceptable behaviour choices

Children will be taught acceptable and unacceptable behaviours because we recognise these are learnt and develop overtime. We understand that views, attitudes and beliefs influence responses and that people react to situations and experiences differently. Across both schools, adults will consistently model how we expect children to respond to events and situations, so acceptable choices and behaviours become habitual. Children should be given the opportunity to practise acceptable behaviour because practise enables something to become a 'habit' (as with any habit, the more it is practised, the more natural it becomes).

Underpinning acceptable behaviour is the promotion of the federations' CLEAR values- these values shape attitudes and behaviours and influence culture and ethos. This must be clear in the behaviour policy and behaviour and well-being will be regularly monitored by the federation's leadership team.

Positive learning and attitudes must be recognised, encouraged and praised

Children must learn and acquire the intrinsic motivation for behaving well and should be able to make acceptable choices and display good behaviour for internal gratification. We do recognise that external affirmation for behaving well is necessary and there should be a wide range of rewards, consistently and fairly applied, in ways to encourage and reward good behaviour in the classroom, and elsewhere. These should be made clear in the Promoting Positive Behaviour Policy and regularly monitored for their effectiveness, consistency and fairness.

Unacceptable behaviour choices must be regarded as opportunities to teach children about choices, personal responsibility and acceptable responses (rather than just sanctions)

The schools approach to responding to unacceptable behaviour choices must be clearly described in the Promoting Positive Behaviour Policy. Positive reinforcement of expectations is key and will always be the first response from all adults. Adults should take time to explore and understand the reasons and motivation behind any unacceptable choice that a child makes, and work with them to find alternative responses (ways of responding which are acceptable).

Whilst paid school staff have statutory authority to discipline pupils whose behaviour is unacceptable, (Section 90 and 91 of the Education and Inspections Act 2006), in this school the first response of staff must be to support the child, not sanction them. When sanctions are needed, these should aim to improve behaviour (through a restorative and not punitive process).

Sanctions for continued unacceptable choices of behaviour should be known and understood by all staff, children, parents and applied consistently. These should be displayed in all classrooms and other relevant parts of the school, and understood by all children. Sanctions should be monitored by the leadership team for their proper use and effectiveness.

Children and adults must be treated equally and protected from any form of discrimination

All members of the school community must be free from any forms of discrimination (as set out in the Equality Act 2010). Legal duties to protect children from bullying and discrimination - as a result of gender, race, religion, ability, sexual orientation or socio-economic background - must be clearly set out in the Promoting Positive Behaviour Policy and regularly monitored for their effective implementation. The school must have a clear and comprehensive Promoting Positive Relationships Policy (Anti Bullying) that all staff and visitors know, understand, consistently apply and monitor. Where appropriate, incidents must be recorded on CPOMs to build a picture of the whole child.

The school will establish effective Home-School partnerships

Schools and parents working together positively impacts upon the progress children make at school. Parents should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for future life. The responsibilities of children, parents / carers and all school staff - with respect to children's behaviour - must be outlined in the Home School Agreement which every party will be asked to sign when a child joins the school.

Other aspects to include in the Promoting Positive Behaviour Policy

The Headteacher must include the following, in some detail, in the Promoting Positive Behaviour Policy:

a) **The power to use reasonable force or make other physical contact**

The situations in which reasonable force may be used (including removing disruptive pupils from classrooms, preventing them from leaving or protecting them or others from harm) should be stated. A definition of 'reasonable force' should be included, which would also explain how and when children may be restrained. Governors would expect all staff who are involved in restraint to be trained in the use of reasonable force and restraint. All incidents must be recorded.

b) **Exclusions**, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and must be avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place.

c) **Allegations against staff**- The Promoting Positive Behaviour Policy must make reference to this process. The 'Managing Allegations of Abuse against Teachers and Other Staff' policy sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. The Headteacher must draw on this and other HCC advice when dealing with allegations against teachers. The Headteacher should draw on the advice in this document when setting out the pastoral support school staff can expect to receive if they are accused of misusing their authority. Staff accused should not be automatically suspended pending an investigation.

d) **The power to regulate children's behaviour choices outside the school gates**

Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

Disciplining beyond the school gates covers the schools response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes unacceptable behaviour choices of children taking part in any school-organised or school-related activity/ event

Review

This statement of Principles will be reviewed every 3 years or as necessary. The school's Promoting Positive Behaviour Policy will be reviewed and shared with Governors annually.

Associated resources

www.education.gov.uk

A guide to the law for school governors

Equality Act 2010

Use of Reasonable Force: Dealing with Allegations of Abuse against Teachers and Other Staff