



Hassocks Infant School Governor's Behaviour Principles Statement June 2024

- Every child has the right to learn, but no child has the right to disrupt the learning of others.
- Everyone has the right to be listened to, to be valued, to feel and be safe.
- Governors believe that high standards of behaviour lie at the heart of a successful school that enables:
 - all children to make the best possible progress in their learning
 - all staff to be able to teach effectively and promote good learning.
- The fundamental approach is a positive one, drawing attention to rewarding and celebrating good behaviour and mutual respect.
- It is expected that all staff, volunteers and governors will provide excellent models of behaviour in all aspects of school life.
- We will communicate expectations of behaviour clearly.
- We will seek to give every child a sense of personal responsibility for their own actions.
- We believe through lessons on the key areas of mental health and well-being, pupils will develop resilience which will impact on their positive learning behaviours.
- We believe pupils should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Governors believe children should be at the heart of the development of school rules. These should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- Governors would like to see a wide range of rewards and celebrations consistently and fairly applied in such a way as to encourage and reward good behaviour.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil. The headteacher is expected to use discretion in their use.
- Governors expect the the responsibilities of children, parents/carers and school regarding behaviour to be part of the Home/School Agreement which parents receive and agree to on their child's admission to school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- Sanctions should be applied fairly, consistently proportionally and reasonably, considering SEND and the needs of vulnerable pupils.
- Where there are significant concerns over a pupil's behaviour, we will work with parents to strive for common strategies between home and school.
- Early support and intervention will be issued at the earliest opportunity.
- Advice and support will be sought from appropriate outside agencies if necessary.
- Governors feel that exclusions, particularly permanent, must only be used as the last resort.
- Ensure Governors expect full details of appropriate and correct use of reasonable force, physical contact and restraint to be detailed in the Positive Handling Policy and would expect adequate members of staff to be trained in the use of diffusion techniques and restraint.

- Governors expect the Headteacher to include guidance and clarification for staff on their powers:
 - to search (for banned items)
 - to use reasonable force (make physical contact with children)
 - to discipline pupils for misbehaviour outside school (including notifying the police)witnessed by a member of staff or reported to the school when taking part in school organised trips or related activities; travelling to and from school; wearing school uniform or in some other way identifiable as a pupil.
- Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If parents do not conduct themselves properly, the school may ban them from the school premises and if the disturbance continues, they may be liable to prosecution.
- Governors will ensure that pastoral care for school staff accused of misconduct is provided.