

Finstall First School

Governors' Written Statement of Behaviour Principles

Rationale

As outlined below, the Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make, and frequently review, a written statement of general behaviour principles to guide the Head Teacher in determining measures to promote good behaviour.

Responsibility of governing body for discipline

(1) The governing body of a relevant school must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

(2) In particular, the governing body—

(a) must make, and from time to time review, a written statement of general principles to which the head teacher is to have regard in determining any measures under section 89(1), and

(b) where they consider it desirable that any particular measures should be so determined by the head teacher or that he should have regard to any particular matters—

(i) shall notify him of those measures or matters, and

(ii) may give him such guidance as they consider appropriate.

(3) Before making or revising the statement required by subsection (2)(a) the governing body must consult (in such manner as appears to them to be appropriate)—

(a) the head teacher,

(b) such other persons who work at the school (whether or not for payment) as it appears to the governing body to be appropriate to consult,

(c) parents of registered pupils at the school, and

(d) registered pupils at the school.

(4) In exercising their functions under subsection (2) the governing body must have regard to any guidance given from time to time—

(a) in relation to England, by the Secretary of State, and

(b) in relation to Wales, by the Assembly.

(5) In this section and section 89—

- “relevant school” means—

(a) a community, foundation or voluntary school,

(b) a community or foundation special school,

- (c) a maintained nursery school,
- (d) a pupil referral unit, or
- (e) a school approved by the Secretary of State or the Assembly under section 342 of EA 1996 (approval of non-maintained special schools);
- “Governing body”, in relation to a school approved by the Secretary of State or the Assembly under section 342 of EA 1996, means the proprietor of the school.

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This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The statement has been adopted by the Governing Body as a whole, following consultation with the Head teacher, parents, staff and pupils.

The Governors at Finstall First School believe that high standards of behaviour lie at the heart of a successful School because it enables children to make the best possible progress in all aspects of their school life.

At Finstall First School, we value everyone as an individual and recognise that all individuals have special skills and talents that are unique to them and that they also might find other aspects of life, and in particular School life, more difficult. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Finstall First School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules, or expectations, should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules/expectations to be consistently applied by all staff
- 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
- Sanctions for unacceptable / poor behaviour should be known and understood by all staff and pupils and consistently applied
- 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 his / her discretion in their use. Sanctions should, however, be applied fairly, consistently, proportionally and reasonably, taking into account SEN, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- 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

- The Governors expect the Head Teacher to include guidance on the use of reasonable force, within the Behaviour Policy

This written statement will be reviewed annually by the Governors' sub-committee for Curriculum.

Governor Responsible: Kelly Joynes

This statement was reviewed and approved by Governors on 29th February 2026.

It will be reviewed in February 2028.