



Written Statement of Behaviour Principles

Reviewed biennially by the Full Governing Board

The Education and Inspections Act, 2006 and DfE guidance (Behaviour and discipline in Schools, 2016) requires the Governors to write and frequently review, a statement of behaviour principles to guide the Head Teacher in determining measures to promote good behaviour.

Last reviewed: May 2025

This statement, which has been adopted by the Governing Board as a whole, is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head Teacher.

The Governors at Boyne Hill CE Infant & Nursery School believe that high standards of behaviour are the reflection of a successful school that enable children to make the best possible progress in all aspects of their school life.

In the light of our Vision, we value everyone as an individual capable of growth, change and development. Our relationships are underpinned by the principles of service, love, care, mutual respect, tolerance, inclusivity and the desire to understand and accept each other's differences. We have high expectations that support the development of our children as responsible members of our society, able to discern good from unacceptable behaviour.

The purpose of this statement is to give guidance to the Head Teacher in drawing up our Attachment Aware 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 pupils, staff and visitors have the right to feel safe and free from anxiety and stress at school, at all times.
- Boyne Hill is an inclusive school and all members of the school community should be free from discrimination of any sort.
- Measures to promote good behaviour should be set out in the Attachment Aware Behaviour Policy and Equal Opportunities Policy.
- All staff should have appropriate training, including training on understanding Trauma, Attachment and Emotion Coaching and be made aware of the behavioural expectations and Governors expect these 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 behaviour should be known and understood by all staff and children and applied appropriately.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil. All staff are expected to use their discretion in their use, in line with our Attachment Aware Behaviour Policy. Sanctions should however, be applied fairly, consistently, proportionally and reasonably, taking into account SEND, Social, Emotional and Mental Health needs (SEMH), those for whom English is an additional language and the needs of vulnerable pupils, 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 co-operate to maintain an orderly climate for learning.
- The Governors expect staff to model good behaviour towards parents, pupils and staff in accordance with the Staff Code of Conduct.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school staff, equipment or premises 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 as stated in the Abusive or Threatening Behaviour Policy.
- The Governors support the Head Teacher in the development of policies on promoting good behaviour, E-safety and abusive and threatening behaviour and to develop guidance on the use of reasonable force in the policy and guidelines for physical intervention.
- Governors will regularly review any persistent or serious behavioural issues or incidents with the Head Teacher.