



Governing Body Written Statement of Behaviour Principles

'Love, Learn, and Grow Together'

At Foston and Terrington Church of England Schools the Governing Body's Behaviour Principles are informed by our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity, which is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control' (Galatians 5 v 22-23). Our core Christian values, love, joy, patience, and self-control are fostered in the pupils and staff building an ethos where all can flourish.

At Stillington and Langton Primary Schools the Governing Body's Behaviour Principles are informed by our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Approved by: Full Governing Board

Reviewed: Summer 2025

Review Period: 3 years (or as required)

Rationale and Purpose

This Statement has been drawn up in accordance with: *The Education and Inspections Act 2006*, *Education Act 2011*, *Use of Reasonable Force Advice July 2013* and DfE guidance (*Behaviour in Schools, February 2024*).

The purpose of this Statement is to provide guidance for the Executive Headteacher and staff in developing and implementing the North Yorkshire Rural Schools Federation's behaviour and discipline policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in our schools, as well as taking full account of law and guidance on behaviour matters. 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 Executive Headteacher to draw up the North Yorkshire Rural Schools Federation Behaviour Policy, though these principles must be taken into account when formulating this. The Executive Headteacher is also asked to take account of the guidance in DfE publication '*Behaviour in Schools: a guide for Headteachers and school staff (February 2024)*'.

The North Yorkshire Rural Schools Federation 'Behaviour and Discipline Policy' is publicised to stakeholders and is published on the schools' websites.

Principles:

1. The Governors of North Yorkshire Rural Schools Federation believe that high standards of behaviour are essential for pupils to achieve their best and for staff to teach effectively without disruption.
2. All children, staff and other members of the school community have the right to feel safe, valued and respected at all times whilst in school.
3. North Yorkshire Rural Schools Federation schools are inclusive schools, believing in equality and valuing the individual.
4. All members of the school community should be free from discrimination, harassment, and victimisation of any sort (as laid down in *The Equality Act, 2010*). Equity is when everyone gets what they need to achieve.
5. Bullying and harassment of any description is unacceptable, even if occurring outside of school hours. Measures to protect pupils from bullying and discrimination on the grounds of: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation are clearly set out and regularly monitored. The school has a clear and comprehensive Anti-bullying Policy that is: known and understood by all, consistently applied, and monitored for its effectiveness.
6. The schools' legal duties under *The Equality Act, 2010* in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities (SEND), and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
7. All members of the school community are expected to behave responsibly and treat each other with respect. Adults in school should set an excellent example to pupils at all times by

modelling, maintaining and encouraging positive behaviour and the principles of fairness and justice.

8. The school should work in partnership with parents and carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
9. The school and associated services should support children in managing their behaviour especially those with additional needs or SEND. Pupils should be helped to take personal responsibility for their behaviour.
10. There should be an emphasis on recognising and rewarding good behaviour as well as tackling misbehaviour. All rewards and sanctions should be clearly stated, known, and understood by staff and pupils; and applied fairly and consistently taking account of children's individual needs and circumstances.
11. Sanctions should enable a pupil to reflect on, and learn from, a situation and to make reparation wherever possible. These should be logical consequences rather than punishments.
12. Exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and are avoided. DfE Guidance on School Suspensions and Permanent Exclusions should be followed.
13. Staff should have the power to discipline 'beyond the school gate' in clearly specified circumstances where misbehaviour could harm another pupil or the school's reputation.
14. The school should monitor behaviour patterns and analyse trends in order to intervene effectively .
15. The Behaviour Policy clearly outlines the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort. Governors expect that 'Authorised' staff are appropriately trained in the use of reasonable force and restraint, and all staff are given advice on de-escalation and behaviour management techniques regularly. There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified, an individual pupil 'Behaviour Risk Assessment' may specify a particular physical intervention technique for the pupil concerned.
16. Governors expect the Executive Headteacher to include guidance in relation to 'Searching and Confiscation' in the North Yorkshire Rural Schools Federation Behaviour Policy. In particular, the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.
17. The Behaviour Policy should include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Executive Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support that school staff can expect to receive if they are accused of misconduct.
18. In addition, the Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.
19. In line with DfE Guidance (*Behaviour in Schools, February 2024*), the Federation's 'taught behaviour curriculum' should be referenced in the Behaviour Policy.