



WOODTHORPE INFANT SCHOOL
Governor Behaviour Principles

Updated September 2025

Signed: E Bowler (Head Teacher)

Signed: C Shepherd (Chair of Governors)

Woodthorpe Infant School Governing Body Statement of Behaviour Principles

The Governing Body has a duty to:

- Consult, create and publish a set of Behaviour Principles as identified in the publication Behaviour and Discipline in Schools (2012), guidance for governing bodies.
- Give clear advice and guidance to the Head Teacher on which the policy can be based.
- Review the Behaviour and Social Awareness policy annually; to challenge and support the school staff but not restrict their powers to support behaviour management.
- Help members of staff to understand the extent of their powers and how to use them, which will ensure that staff can be confident of Governing Body support when the guidance is followed.
- Ensure that the school policy covers certain identified aspects.
- Ascertain that every policy ensures that pupils are safeguarded, that their welfare is protected and that practices are not discriminatory under the Equality Act 2010.

Our principles

- To promote positive attitudes to good behaviour and respect for others.
- To develop in pupils a sense of self-discipline, a proper regard for authority, and acceptance of responsibility for their own actions.
- To prevent bullying in any form
- To create happy and safe conditions for an orderly and supportive community in which effective, high-quality learning can take place.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.

The principles link to the school's commitment to each individual to safeguarding and safety, pupils with special educational needs, growth mindset, personal and social development, anti-bullying, the national expectation to support British values, and wellbeing.

Inclusivity and Equality

At Woodthorpe Infant School we will support children to develop good interpersonal skills and learning behaviours, which will impact on their self-esteem and maximise their learning opportunities. It should share this responsibility with parents and carers. We recognise that all children need to develop respect for and understanding about their peers and recognise that their behaviours relate to the lives and learning opportunities of others. We know that individual children may need a range of support to achieve this, and that school staff should consider why the behaviours are

occurring, levels of special needs that impact on behaviour and whether there are underlying vulnerabilities related to Safeguarding.

Right to feel safe at all times

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect.

They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of Behaviour

Positive behaviour is expected from pupils during the school day, when they are representing the school and when they are identifiable in school uniform.

Woodthorpe Infant School should create a warm, welcoming and happy learning environment where children can experience a good model of behaviour and interaction. The best learning behaviours show children and adults communicating successfully, respecting each other and making socially acceptable choices, which are supported by the school's restorative justice approach to behaviour management.

The school's expectations of behaviour help to develop 'learning powers' which are linked to our academic learning as well as behaviour. These contribute to high standards of behaviour and guide and support children's actions to become better citizens. This is detailed in our Positive Relationships and Behaviour Policy.

We believe that a good learner will be and show the following:

Reflectiveness – This means that you learn from experience and what has happened before; make careful decisions such as following the rules, consider your behaviour choices and thinking about learning.

Respect – This means being positive and encouraging, be fair and supportive and know that everyone has a right to their ideas, to work, learn and develop their potential and to feel safe no matter who they are, what they look like and what their talents and skills are.

Reciprocity – This is helpfulness and teamwork; taking turns and allowing others to try; doing something good back when someone is good to you.

Resilience – This means sticking at it, being positive, practising and setting targets even when things are tricky, developing friendships or new skills, staying calm, being safe and trying your best; taking responsibility for your actions; understanding that challenge is good and mistakes are a good thing for learning and never giving up.

Resourceful – This means knowing what to do and who can help when you get stuck; developing independence; making thoughtful decisions with good reasons and having interesting ideas.

Responsibilities

We believe that everyone connected to the school has a responsibility to uphold our behaviour principles.

The Head Teacher's responsibilities should be:

- To work with the Governors.
- To review and publish policies.
- To support the staff by establishing a clear and consistent policy within the law.
- To provide training and develop strategies for management of behaviour.
- To structure a graduated response in school.
- Protect children and adults from harm.
- To engage with pupils to improve behaviour.
- To ensure that significant behaviours are recorded, monitored and improved.
- To follow exclusion procedures.

Staff responsibilities should be:

- To treat all children and adults respectfully, fairly and consistently across the school.
- To raise children's self-esteem and support them to achieve their potential.
- To teach the school's expectations for behaviour to children and how to achieve them.
- To provide a challenging, interesting, relevant and enjoyable curriculum.
- To create a safe and engaging environment, physically and emotionally.
- To use rewards and sanctions clearly and consistently and be good role models.
- To record issues of a significant nature
- To form good relationships with parent/carers so that all children can see that key adults in their lives share a common aim.
- To report the occurrence of significant, repeated and frequent poor behaviour to parents/carers and the Head Teacher, and complete records to evidence this.
- To recognise that each child is an individual, and to be aware of their needs.
- To offer a framework for social education through wider educational opportunities e.g. Relationships and Health Education; Zones of Regulation; enrichment activities).

Children's responsibilities should be:

- To follow the school's expectations.
- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of all of the school staff.
- To take care of property and the environment in and out of school.
- To cooperate with other children and adults.

Parents'/carers' responsibilities should be:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school, and support learning beyond the school.
- To develop supportive relationships with the school. Share any concerns regarding behaviour with the school so that a successful resolution can be sought and not take issues up with other parents directly nor publicise them on social media.
- To encourage their child to follow the school's expectations at all times.
- To support the school in the implementation of the Behaviour and Social Awareness Policy.
- To be aware of the school's expectations, such as the attendance requirements and choices about what to allow children to bring into school.
- To ensure that their children wear full school uniform at all times.

Rewards

We believe that all members of teaching and non-teaching staff share collective responsibility for behaviour management. Other staff and volunteers, such as class volunteers and helpers on trips, have a responsibility to report positive and negative behaviour to a member of staff.

Primarily children need to be praised frequently and specifically for making good choices and acting appropriately which positively reinforces and encourages good behaviours, such as the options below.

- Using children's names when praising.
- Giving frequent verbal praise, as often as possible, which is specific in identifying what it is for.
- Individual praise for the 'always children' (those children who must not be underpraised because they 'always' make good choices and do the right thing) with positive actions.
- Celebrating children that follow the school's values in 'Learning Powers' assembly.
- Showing good work to other classes/members of staff.
- Visit to the Head Teacher for good behaviour or good work.
- Taking on responsible positions in school.

Consequences

When a child makes the wrong behaviour choice, we believe that a restorative approach is more effective than a punishment to ensure the child understands why their behaviour was inappropriate and to encourage them to take responsibility for changing this in the future. All staff have received training in restorative approaches, and will have a structured conversation with those involved, using neutral, non-judgemental questions that allow the children to reflect on their behaviour, empathise with those affected and take responsibility for how they will repair the situation.

Questions used may include:

- What happened?
- What were you feeling/thinking at the time? What about now?
- Who has been affected by what happened? How have they been affected?
- What needs to happen to put this right?
- What would you do differently next time?

Depending on the severity of the incident, this may take the form of an informal chat that happens immediately, or later in the day once the children have had time to calm down and reflect. For severe or complex incidents, a more formal conversation will take place later in the day to give an opportunity for the adult conducting the conversation to support and prepare the children involved.

As a result of the conversation, appropriate consequences may be agreed between the individuals involved. This would generally take the form of a 'sorry action' that helps to repair the relationship between the children affected. This might include missing some playtime, writing a letter or card, or agreeing an improvement that will be made in the future if the issue were to occur again. Staff and/or peer support will then be provided to help the children move on from the situation.

In very serious cases, for example, severe incidents of violence or bullying, a formal conference would be held. A trained member of staff will conduct these conferences and parents/carers would be invited to attend.

The use of Reasonable Force:

- All paid members of staff may use such force as is reasonable and proportionate given the circumstances when supporting a child with their behaviour, or when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Certain items must be handed to the Police, however when small children bring in items they may not be aware of the significance or danger and so some items could be handed straight back to a parent at the end of

the day or locked away on site until they can be collected by a responsible adult.

- Items can be confiscated, kept, disposed of or returned. This decision is made according to the item and circumstances.
- It is acceptable to have appropriate physical contact with pupils. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of these may be: holding the hand of a pupil; comforting a distressed pupil; praising or congratulating a pupil; demonstrating with a musical instrument; demonstrating exercises or techniques during PE or sports coaching; giving First Aid.
- Members of paid staff have the power to use reasonable force to prevent pupils from an offence, injuring themselves or others, damaging property, and to maintain good order in the classroom.
- Other items can be searched for without consent, such as mobile phones, toys brought in from home, but force cannot be used.
- Corporal punishment is illegal in all circumstances.

The power to discipline beyond the school gate

Due to the ages of pupils, the Governors deem parents/carers responsible for their behaviour when not at school or engaged in school activities, unless the activity is directly witnessed by a member of the school staff or it has associations which may impact in school, such as bullying.

When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

The Governors expect that staff will welcome the support of a wide range of professionals beyond the school to support pupils to develop acceptable social and learning behaviours, alongside and with the permission of parents/carers. These may cover a range of services: medical, psychological, child and mental health, speech and language; regional or local professionals with specific expertise beyond that contained within the staff of the school. The timing of this will depend on the behaviours exhibited, success of strategies in school or at home and frequency or severity of the behaviours.

Pastoral care for staff accused of misconduct

Governors expect that an allegation of misconduct would be considered seriously by the school. The Head Teacher would follow the advice of the document 'Dealing with Allegations of Abuse against Teachers and Other Staff' when setting out the pastoral support for staff who are accused of misusing their powers. Employees will not automatically be suspended, pending an investigation. The school will draw upon advice from HR, and for Safeguarding allegations the Local Authority Designated Officer (LADO) will be involved.