

## **Governor Behaviour Principles**

| Date          | Review Date   | Leader      | Nominated Governor |
|---------------|---------------|-------------|--------------------|
| February 2026 | February 2027 | Laura Oakes | John Williams      |

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at Longleaze Primary School.

### **The School's Approach to the Management of Behaviour aims to:**

- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school that is applied equally to all pupils
- ensure that all pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- ensure that all staff and volunteers set an excellent example to pupils at all times.

### **The School's Behaviour Principles**

- The school has a visual child-friendly Behaviour Policy that clearly outlines the rewards and consequences associated with specific behaviours. It is rooted in our school's learning values and the British Values and is shared with pupils, parents and staff.
- Rewards and sanctions are used consistently and fairly by staff, in line with the Behaviour Policy.
- Staff take a positive approach to the management of behaviour. Positive reinforcement of good behaviour should be used more frequently than a negative response to poor behaviour.
- In partnership with parents and through the use of the school's Behaviour Policy, pupils are taught the behaviours expected of them and the associated rewards and consequences. The school uses assemblies and PSHE lessons to reinforce these expectations.

- Staff take a graduated response to behaviour management, recognising that the most effective approach is to create learning environments that prevent/ reduce negative behaviour and using subtle strategies to tackle low level disruption.
- Staff avoid using strategies that shame pupils. e.g. moving their name down in front of the class.
- The school recognise that some pupils require more support in regulating their behaviour. This may be through adoptions to their learning environment and / or the way in which the behaviour policy is implemented.
- Pupils are helped to take responsibility for and reflect on their actions and choices, through the use of "Think Sheets "and "reflection time".
- Incidents of behaviour are logged electronically. Staff identify and record the anti-cedent (A), Behaviour (B) and Consequences (C). In this way, patterns in behaviours can be identified and used to identify possible safeguarding concerns.
- The decision to use physical intervention is only ever taken as a last resort. All staff who use any form of physical intervention are trained in "Team Teach" techniques.
- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions can be used in response to serious incidents or persistent poor behaviour as a last resort. The final decision to suspend or exclude will be made by the headteacher
- The school's Behaviour Policy will be applied where a pupil has misbehaved off-site and is under the lawful control of a staff member (e.g. on a school-organised trip).
- When the school receives reports of the misbehaviour of a pupil while offsite and not under the lawful control of a staff member, it will relay this report to the parents / carers of the pupil but will **not** apply the school's behaviour policy.