**Introduction**

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 Executive Head teacher in determining measures to promote good behaviour.

**Statement**

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Head teacher and Heads of School.

The statement as been adopted by the Governing Body as a whole.

The Governors of Furze Platt primary federation (FPPF) believe that high standards of behaviour lie at the heart of successful schools; enabling children to make the best possible progress in all aspects of their school life.

At FPPF, we value everyone as an individual, capable of growth, change and development – in line with our values of Passion-Wellbeing-Respect. 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 Executive Head teacher in drawing up the Behaviour Policies 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

- Furze Platt Junior School and Furze Platt Infant School are inclusive schools. All members of the Federation 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’s rules should be clearly set out in the Behaviour Policies and displayed around school. Governors expect these rules to be consistently applied by all staff
FPPF

WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Governors would like to see a wide range of rewards and recognitions 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, recognitions and sanctions must have regard to the individual situation and the individual student and the Executive Head teacher and Heads of School are expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, 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 but exclusions will be sanctioned if the safety and education of the stakeholders is being threatened (see Exclusion Policy).

- 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 Executive Head teacher and Heads of School to include guidance on the use of reasonable force, within the Behaviour Policies.