

# **Nunnery Wood Primary School**

## **Governing Body Statement of Behaviour Principles**

**Date of Review:** October 2025 **Reference Document:** *Behaviour and Discipline in Schools – Guidance for Governing Bodies* (DfE, January 2016)

### **1. Purpose of the Statement**

This statement is prepared and reviewed by the Governing Body of Nunnery Wood Primary School in accordance with Section 88(2) of the Education and Inspections Act 2006 and the Department for Education's guidance. It sets out the principles that underpin the school's approach to behaviour and discipline and guides the Headteacher in developing and implementing the Relationship and Behaviour Policy.

### **2. Strategic Intent**

The Governing Body is committed to ensuring that the school promotes high standards of behaviour, a safe and inclusive environment, and a culture of respect and responsibility. This statement reflects the school's ethos and values and supports the leadership team in fostering a positive climate for learning.

### **3. Principles**

#### **3.1 Right to Feel Safe**

- All pupils, staff, and visitors have the right to feel safe at all times.
- The school must ensure that policies and practices promote physical and emotional safety.
- Bullying, harassment, and intimidation are not tolerated under any circumstances.

#### **3.2 High Standards of Behaviour**

- The Governing Body believes that high standards of behaviour are fundamental to effective teaching and learning.
- Pupils should be supported to achieve their potential; staff should be empowered to teach without disruption.
- Behaviour expectations within school should positively influence pupils' conduct in the wider community.

#### **3.3 Inclusivity and Equality**

- The school must promote equality and celebrate diversity.
- Discrimination, harassment, and bullying must be addressed promptly and effectively.
- The school must comply with the Equality Act 2010 and provide additional support for pupils with specific behavioural needs.

#### **3.4 School Values**

- The school's twelve core values must be embedded in daily practice and consistently reinforced.
- Behaviour systems should be age-appropriate and promote personal responsibility.
- Staff are expected to model and uphold these values throughout the school day.

### **3.5 Rewards**

- Positive behaviour should be recognised, celebrated and rewarded.
- The rewards system must be consistently applied across all school settings, including extended provision and transport.
- Governors expect regular monitoring of the system to ensure fairness and effectiveness.

### **3.6 Sanctions**

- Sanctions must be clearly defined, proportionate, and consistently applied.
- Behaviour monitoring systems should identify patterns and inform interventions.
- Multi-agency support should be considered for pupils with persistent behavioural challenges.

### **3.7 Home/School Agreement**

- The Home/School Agreement must outline shared responsibilities for behaviour.
- It should be signed by pupils, parents/carers, and staff upon enrolment.
- Governors expect the agreement to support collaboration between home and school.

### **3.8 Use of Reasonable Force**

- Reasonable force should be used only when necessary and as a last resort.
- Staff authorised to use force must receive appropriate training.
- All incidents involving force must be recorded and reported.
- Individual Behaviour Management Plans may specify intervention strategies for identified pupils.

### **3.9 Pastoral Care for Staff**

- Allegations against staff must be managed in line with national guidance.
- Suspension should not be automatic; pastoral support must be provided.
- Malicious accusations by pupils must be addressed through appropriate disciplinary action.

## **4. Monitoring and Review**

The Governing Body will review this statement annually and ensure that the Relationship and Behaviour Policy reflects these principles. The Headteacher is responsible for implementing the policy and reporting on its effectiveness.

**Next review: September 2026**