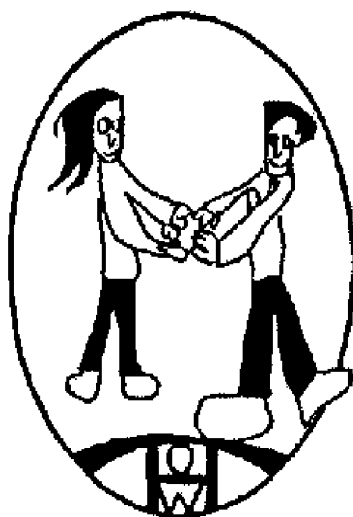


Howbridge Infant School



Governors' Statement of Behaviour Principles

Policy Updated	November 2025
Next Review Date	November 2026
Chair of Governors	Mrs Louise Cobb
Headteacher	Ms Anna Conley

HOWBRIDGE INFANT SCHOOL
GOVERNORS STATEMENT OF BEHAVIOUR PRINCIPLES 2025

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance. The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Howbridge Infant School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Howbridge Infant School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in the DfE publication Behaviour in schools: advice for headteachers and school staff February 2024.

The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

The governors at Howbridge Infant School believe that high standards of behaviour lie at the heart of a successful school that enables:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- the Headteacher to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- Governing Bodies and Headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;
- that every teacher will be good at managing and improving children's behaviour.

The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils

When effective the following key aspects contribute to improving the quality of pupil behaviour:

- 1) A consistent approach to behaviour management;
- 2) Strong school leadership;
- 3) Classroom management;
- 4) Rewards and sanctions;
- 5) Behaviour strategies and the teaching of good behaviour;
- 6) Staff development and support;
- 7) Pupil support systems;
- 8) Liaison with parents and other agencies;
- 9) Managing pupil transition;
- 10) Organisation and facilities;

All children are entitled to have access to a curriculum, irrespective of gender, ethnic background, age, starting point or disability. The materials that are used reflect a multi-cultural society and the contribution of different people and races to the subject are acknowledged. We seek to ensure that all matters of discipline are dealt with fairly and take into account children's different life experiences.

Under the Equality Act 2010, the school will ensure pupils are not discriminated against, harassed or victimised because of their: sex; race; disability; religion or belief; sexual orientation. For disabled children, policies and practices may need to be reasonably adjusted.

The school's Relationships & Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst its pupils; it also provides guidance on use of reasonable force.

Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.

The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.

The school's Exclusions Policy will clearly reflect the school's approach to exclusions.