



# FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

## GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

### 1. Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act 2006, and Department for Education guidance. The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Exclusions Policy (in our school called the Positive Relationship and Behaviour Policy) so that it reflects the shared aspirations and beliefs of governors, staff and parents of the school, as well as taking into account law and guidance on behavioural 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 Governors' support when following this guidance.

### 2. Principle not Practice

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Positive Relationship and Behaviour Policy whilst taking into account these principles, the guidance in Department for Education publication Guidance on Behaviour and Discipline for School Leaders and Staff (January 2013, as amended) and any other relevant Department for Education advice or guidance

### 3. Publication

The governors of Fairford C of E Primary School must publish the Positive Relationship and Behaviour Policy and this Statement of Behaviour Principles on the school website.

### 4. Governors' Statement of Behaviour Principles

The following are the principles which must be reflected in the School's Positive Relationship and Behaviour Policy.

- Fairford Primary School is an inclusive school. All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- The school must fulfil its legal duties under the Equality Act 2010 in respect of all those in the school with protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
- The school must fulfil its legal duties under the Equality Act 2010 in respect of safeguarding children with special educational needs and all vulnerable children.
- Everyone in the school community has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from discrimination or abuse.
- Fairford Primary must have school behaviour and exclusions policy, to be called the Positive Relationship and Behaviour Policy which will reflect the above principles and those set out below.
- It is expected that all adults, whether staff, volunteers or governors, will set excellent examples of appropriate conduct to the pupils at all times.

- The School's Positive Relationship and Behaviour Policy must ensure that school behaviour expectations are clearly communicated to pupils and there are measures to teach and encourage good behaviour, self-discipline and respect at school and beyond the school gate.
- The School's Positive Relationship and Behaviour Policy must contain a set of school rules for pupils.
- Every child has the right to learn, but no child has the right to disrupt the learning of others.
- The Positive Relationship and Behaviour Policy should seek to ensure that every child develops a sense of personal responsibility for his or her own actions
- The School's Positive Relationship and Behaviour Policy must include provisions setting out the consequences of behaviour at school or beyond the school gate which does not meet the school's behaviour expectations and also contain provisions authorising and regulating the use of positive handling (reasonable force) when necessary in the interests of a child.
- The Positive Relationship and Behaviour Policy should contain provisions which recognise that poor behaviour may result from some underlying issues in a child's life and that poor behaviour may indicate a child has unmet needs. The school must look for the reasons for poor behaviour.
- Where there are significant concerns over a pupil's behaviour, the school must work with parents to strive for common strategies between home and school.
- The Positive Relationship and Behaviour Policy should specify the circumstances in which the school will seek a multi-agency assessment when there are concerns over a child's behaviour.
- The Policy should contain provisions which demonstrate that exclusions from school are a last resort when other strategies have been exhausted and set out the procedures to be followed for fixed term and permanent exclusions.

**Approved by the Curriculum and Standards Committee September 2025**

**Approved by FGB October 2025**

**Date of next Review June 2026**