



Roundwood Primary School

Governor Behaviour Principles

Name of Policy	Governor Behaviour Principles
Date of last review	May 2025
Date of next review	May 2026
Governing Body Committee Responsible	FGB

The Governing Board has prepared this statement of principles to provide guidance to the Headteacher when determining measures to promote good behaviour and discipline amongst pupils.

The practical application of these principles is the responsibility of the Headteacher and will be primarily included in the school's Behaviour Policy. The Headteacher may however consider it more appropriate to reflect some of these principles within other policies, including for example the Equality Policy, Restrictive Physical Intervention Policy, Staff Code of Conduct and Child Protection Policies. For the avoidance of doubt the governors expect all policies and actions to be in accordance with their responsibility under equality legislation.

This statement has been adopted by the Governing Board, following consultation with the Headteacher and staff representatives. Pupils and staff have also been consulted via their active involvement in the development of the school's Behaviour Policy, along with Pupil Voice and Staff surveys. Parents are able to share their views on the way the school is run and our behaviour expectations either via Parent View or direct contact with the Headteacher, class teachers or the Governing Board, and are invited regularly to do so. We have taken into account these views, alongside our statutory obligations, when preparing these principles.

The Governing Body believes that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Roundwood Primary School, we value everyone as an individual, capable of growth, change and development. We have adopted a therapeutic approach to behaviour which is underpinned by Therapeutic Thinking Hertfordshire STEPS. Our aim is to promote behaviour that enables all children to achieve their potential and develop socially, academically and personally within a positive and safe environment. Where appropriate or necessary, de-escalation or preventative strategies are used to support individuals or groups of children to regulate their emotions, thereby influencing their behaviour.

Our relationships are based on principles of Respect, Co-operation, Responsibility, Kindness and Pride. Staff and pupils have the right to be treated equally, fairly and consistently. We have high expectations that support the development of our pupils as effective and responsible citizens, building on the positive patterns of behaviour that they have learnt already and proactively identifying triggers for behaviour choices. We help pupils develop pro-social behaviours which are reflected in the school's motto: To Learn, To Live, Together. This motto encourages the pupils to focus on the importance of working and playing successfully alongside all members of our community, in order that everyone is able to fulfil their potential. Ready - Respectful – Safe.

We expect our school community to embody our school Values (Creative, Aspirational, Resilient, Enriching and Supportive) at all times. We believe that sharing common values will enhance the feeling of community and support high standards of behaviour throughout the school.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school.
- Roundwood Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children in this regard are set out in the school's Behaviour and Equality policies.
- The school's expectations regarding behaviour are clearly set out in the Behaviour Policy and are evident around school. Governors expect these expectations to be consistently applied by all staff.
- Governors would like to see rewards 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 and sanctions must have regard to the individual situation and the individual student and the Headteacher and staff are expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, 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.
- The Governors expect pupils and parents to cooperate to maintain and promote good behaviours 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, they may be banned from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance on the following areas either within the Behaviour Policy or other associated policies:
 - The use of multi-agency assessment for continued disruptive behaviour;
 - The use of reasonable force or other physical contact; and
 - Pastoral care for staff.