

Governors' statement of behaviour principles

KIBBLESWORTH ACADEMY

Author (s)		
Updated by	Craig Steel	June 2026
Committee Approval		
Board Approval	2 nd July 2026	
Chair of Trustees Signature		
Next Review Date:	Summer Term 2027	
Review Cycle:	Annual	

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Kibblesworth Academy Behaviour Policies (Positive Behaviour and Anti-Bullying Policies) so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. 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 Policies at Kibblesworth Academy, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff (January 2016).

The Governors at Kibblesworth Academy, believe 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.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected, and learn free from the disruption of others
- Kibblesworth Academy is an inclusive school and all pupils, staff and visitors are free from any form of discrimination
- The school's behaviour policy should be rooted in our guiding values – be caring, brave, curious, responsible and involved.
- The school's behaviour policy reflects our desire to operate a positive behaviour model within school.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are known, understood and used consistently by staff, in line with the behaviour policy
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way to reward good behaviour around the school.
- The behaviour policy and associated school rules are understood by pupils and staff
- It is recognised that the use of rewards and sanctions must have regards to the individual situation and the individual student and the Headteacher is expected to use their discretion in their use. Sanctions however should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour or abuse by pupils or parents towards the school staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if they continue to cause disturbance, he or she may be liable to prosecution.

The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying police) witnessed by a member of staff or reported to school when:

- Taking part in school organised or related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil.