

St Michael's C E Primary School



Governors Written Statement of Behaviour Principles

Updated Policy: 30th September 2020

Approved by FGB:

Governors' Committee Responsible: Curriculum Committee

Nominated Lead Member of Staff: Head teacher

Status: Statutory

Next Review Date: September 2022

Written statement of behaviour principles

The Education and Inspections Act 2006 and DfE guidance (*Behaviour and Discipline in Schools* (2016), *Mental Health and Behaviour in Schools* (2018)) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the head teacher in determining measures to promote good behaviour.

The purpose of this statement is to give guidance to the head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the head teacher. The statement has been adopted by the Governing Body as a whole and is informed by our vision and value statements.

Our vision and core values of Respect, Perseverance and Courage are at the centre of everything we do. They underpin our teaching and learning, including how we teach pro-social behaviour and deal with anti-social behaviour.

We aim to provide an environment which prepares our pupils as confident, happy citizens. We aim to create confident learners who work with flexibility to overcome challenges and who have the attributes and skills needed to enjoy life and succeed in all their endeavors. To enable this we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where all our children feel safe, nurtured and respected. Our school rules help to maintain a purposeful and calm environment where everyone can learn and enjoy positive experiences. Positive experiences make pro-social behaviour more likely.

Principles that Governors expect to be followed:

- ┆ Every child is celebrated as an individual and praised for their achievements.
- ┆ Adults must model respectful appropriate relationships.
- ┆ Adults must seek to reduce barriers to learning and make the curriculum accessible to every pupil.
- ┆ Anti-social behaviour will be regarded as a communication of unmet need and/or negative emotions.
- ┆ Children or staff are not repeatedly victimised by other children's or staff behaviour and preventative or educational consequences will be used to ensure this is the case.
- ┆ When children do not meet the expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. In this way children with anti-social behaviours will be supported to learn new ways of behaving.
- ┆ We will not force sociability on children who chose to be un-social though we will support them to feel included. We will recognise that for some children school can be an overwhelming experience from which they may need some respite.
- ┆ Punishment will not be used to remedy anti-social behaviour that is the result of: poor mental health; trauma; unconscious behaviours; social and economic stress; neurodiversity; or special educational need.

- ▮ Our policy will be applied with equity in mind, some children will need individual approaches to meet their needs.
- ▮ Parents are expected to advocate for their child's provision and well-being but will not influence the provision or treatment of other children. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.
- ▮ We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- ▮ We have high expectations of everyone and we will actively promote equality of value whatever their race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.
- ▮ The governing body support the school's authority to consider exclusions but are mindful of the long lasting damage exclusion can have on children and their families, particularly those that are permanent. Governors would expect that exclusion is used only as the very last resort, where it is not possible, even with multi agency support, to prevent the child from causing significant harm to other people in the community.
- ▮ Given the overriding need to keep children safe, the school will in utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. Such instances should be very rare and will always be scrutinised by Governors. All such difficult situations will be handled with utmost respect for all the individuals involved, including children, their families and staff. Governors expect the head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- ▮ Staff are expected to treat all community members with respect and professionalism. In return this is expected from the community. Threatening, violent or bullying behaviour or abuse by adults towards the school's staff will not be tolerated including on-line bullying or harassment.