



St Nicolas CE Primary School

STATEMENT OF BEHAVIOUR PRINCIPLES

HEADTEACHER SIGNATURE:

Handwritten signature of A. Spooner in black ink.

GOVERNOR SIGNATURE:

Handwritten signature of the Governor in black ink.

DATE ADOPTED: 9th February 2023 (FGB)

REVIEW PERIOD: Biennial

DATE FOR REVIEW: February 2025

Additional notes:

- The behaviour policy is reviewed by the Headteacher every year.
- The statement of behaviour principles is reviewed by the Governing Body every 2 years

Cross reference with the following policies:

- Behaviour Policy
- Use of Force – Restraint Policy
- Anti-Bullying Policy
- Exclusion Policy

Governors' Statement of Behaviour Principles

Introduction

The Governors strongly believe that high standards of behaviour from pupils, staff, parents and carers, and Governors lie at the heart of a successful school. Such expected behaviour will enable all its children to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption. The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of children outside school in encouraging them to make positive contributions to the wider community.

Purpose

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy 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 matters¹. 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 Policy, taking into account these principles when formulating it. 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 Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

At St Nicolas CE Primary School, we want every child to "live life to the full". To do this, they need to grow academically, socially, and personally as they journey through the school. This growth is affected by the way that pupils and adults feel about themselves which, in turn, can depend upon the way in which those around them respond to them or their behaviour.

Our aim, therefore, is to provide a friendly, caring, calm, and orderly environment in which children can enjoy learning and provide guidance and support to help them to repair and recover a situation if the need arises.

To achieve this, the Governors have set out the following Behaviour Principles which the Headteacher will use as a guide in developing the Behaviour Policy for the school. **These Behaviour Principles should always be considered within the context that the standard of behaviour expected of each child must be appropriate to their age and stage, and in line with their emotional development, SEND needs, or previous history of trauma or abuse.**

1. Every child has the right to learn, and no child has the right to seriously disrupt the learning of others
2. Every child has the right to be, and feel, safe at all times
3. We have high expectations of all members of our school community and expect everyone to take responsibility for their own behaviour

¹ Section 88 of the Education and Inspections Act 2006 requires Governing Bodies of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

4. We believe that all behaviour is communication and therefore seek to understand where any poor behaviour is caused by dysregulation, where it has come from, and provide a holistic, proportionate, emotionally literate response matched to the child's stage of emotional development
5. We recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). Consequently, the school will set out its decision-making approach adapting sanctions for children with SEND, its behavioural support strategies for children with SEND, and how it will anticipate and remove triggers to misbehaviour wherever possible.
6. As an inclusive school, all members of the school community should be free from discrimination of any description
7. School rules should be used to ensure clear and consistent messages about the expected standards of behaviour and should be shared with and explained to all pupils.
8. As a whole school community will celebrate positive behaviour, based on our school values, through a range of rewards which are clear and can be applied consistently and fairly across the whole school
9. Sanctions for unacceptable or poor behaviour should be clear and applied consistently and fairly across the whole school
10. Where there is significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school, seeking advice and support from appropriate outside agencies as appropriate
11. The school will set out under what circumstances staff may use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving the school site.
12. The school will set out a clear approach to the use of suspensions and permanent exclusions
13. The school will set out its response to non-criminal bad behaviour and bullying which occurs anywhere in school or off the school premises and which is witnessed by a member of staff or reported to the school.