



Statement of Behaviour Principles

<u>Status of Policy</u>	<u>Date</u>
Policy Reviewed	Spring Term 2016
Agreed by Staff	Spring Term 2016
Agreed by Governors	Spring Term 2016
Next Review	Spring Term 2017

Headteacher Signature:

Date:

Chair of Governors Signature:

Date:

Statement of Behaviour Principles Requirement and Application

Under the Education and Inspection Act 2006, governing bodies are charged with the duty to set the framework of a school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

The following has been approved by East Herrington Primary Academy Governors. It applies to all adults employed by, volunteering at or providing services to EHPA.

Given the duty of care to pupils, the statement and the policies that both stem from it and are influenced by it (eg. anti-bullying, exclusions, behaviour) applies to all pupils when in school, travelling to and from school and when engaged in extra curricular activities and residential trips.

Behaviour Principles and Safeguarding Statement for EHPA

Governors:

- adopt and support the Academy in achieving its values, safeguarding its rights and following its rules;
- respect and value all members of the Academy community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment;
- recognise their responsibility to safeguard all who access the Academy and promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- value the strong relationships that exist in the Academy which leads to mutual respect and encourage positive behaviour;
- have high expectations of everyone and will actively promote equality of value whether race, gender, age, sexuality, religion or disability;
- seek to eliminate all forms of discrimination, harassment and bullying.

The above will be applied with consistency and fairness with regard to each individual situation.

Monitoring School Discipline and Understanding Pupil Requirements

It is recognised that sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable, to express the disapproval of the Academy community and to deter other pupils from similar behaviour.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Due to the focus on positive behaviour and the opportunities for pupils to learn from their mistakes, it is expected that there will be lower than average rates of exclusion.

Some pupils can experience particular difficulties with behaviour and the Academy will seek to ensure that such pupils receive behaviour support. However, when making decisions the Academy must balance the needs of the individual with those of the Academy community and where pupil behaviour places others at risk the safety of the pupil body as a whole is paramount.

The Academy values, rights and rules

Values – We believe all children can achieve success:

- **Respect** – we aim to support pupils to be interested in others;
- **Behaviour** – we aim to support pupils to be kind, polite, honest and follow the rules;
- **Communication** – we aim to support pupils to listen, think and speak confidently;
- **Learning** – we put pupils' learning first, we support pupils to work hard and show resilience;
- **Pride** – we celebrate pupils' success;
- **Together** – we support pupils to work and play together to make a happy environment;
- **Care** – we support pupils to keep safe and make healthy choices.

Rights

- Pupils have the right to feel safe;
- Pupils have the right to be able to learn
- Pupils have the right to be treated fairly and to have a voice.

Rules of Responsibility for Good Behaviour

- Pupils should be polite, kind and follow adults requests;
- Pupils should keep themselves safe by walking around school and doing the right thing at the right time
- Pupils should be respectful of others, their own and others belongings, others feelings, others views and opinions.

References

Behaviour and Discipline in schools: a guide for head teachers and school staff. DFE 2012

Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, head teachers, governing bodies, teachers, parents and pupils DFE 2012.

Exclusion from maintained schools, Academies and PRUs in England, DFE 2012.

This document will be reviewed on an annual basis, unless changes in law or regulation necessitate an exceptional review.