

TWERTON INFANT SCHOOL & NURSERY



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Statement of Principles for Promoting Good Behaviour

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Next Review: February 2017

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TWERTON INFANT SCHOOL & NURSERY

Statement of Principles Promoting Good Behaviour

Introduction

Legislation requires that a Statement of Principles promoting good behaviour be provided by Governors. It has been developed and agreed by the Governing Body after consultation with parents, pupils, staff and staff unions. These principles will underpin the school's Behaviour Policy, which will define the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Headteacher of the school. The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.

Principles

The Behaviour Policy should be written to fulfil the Governor's duty of care to pupils and employees and to promote teaching and learning and high standards of attainment. The policy should define measures to achieve these objectives. At Twerton Infant School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

In developing strategies for the management of behaviour in school the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others.

Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the school's values of mutual respect, the policy should support restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

The school's policy will need to balance both collective and individual needs. The application of rewards and sanctions should have regard to the individual situation and the individual pupils and the school is expected to exercise discretion and sensitivity in their use. *However, different application

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of the school's policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the school should identify such pupils in advance and plan how the school's disciplinary framework will be applied to each of these pupils. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other pupils.

*For example, vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – can experience particular difficulties with behaviour (for example, related to medical conditions, lack of understanding or trauma) and may need behavioural support. In addition, the school will need to take account of their individual needs and circumstances when applying the school's Behaviour Policy – for example, by making adjustments to the framework of rewards and sanction – to make the policy effective and avoid a potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.

The Behaviour Policy should make clear the rights and responsibilities of all the school community – pupils, staff, parents and Governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It should also include provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably.

The policy should include procedures to measure its effective communication, its consistent application, and the community's perception of it.

Review

This statement of principles and the resulting Behaviour Policy will be reviewed every two years and consultations sought if it is to be updated. 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, the school may ban them from the school's premises and, if the parent continues to cause nuisance or disturbance, he or she may be liable to prosecution.

The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measure to promote good behaviour. Practical applications of these principles are the responsibility of the Headteacher. This statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, students and staff.

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The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles that Governors expect to be followed. The purpose of the behaviour and discipline policy is:

- To fulfil the Governors' duty of care to students and employees;
- To promote high standards of teaching and learning and high standards of attainment; and
- To preserve the reputation of the school.

The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation.

The purpose of sanctions is:

- To promote positive behaviour that enables all students to learn and make progress;
- To demonstrate that misbehaviour is not acceptable;
- To express the disapproval of the school community; and
- To deter other students from similar behaviour.
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It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use his/her discretion in their use. Sanctions should however be applied fairly, consistently, proportionately and reasonably, taking into account special educational needs, disability and the needs of vulnerable children, and offering support as necessary.

The governors expect students and parents to cooperate to maintain an orderly climate for learning. The effectiveness of this statement in guiding the Headteacher is kept under review by the Governing Body, with a formal review and re-adoption every two years. Any substantial changes to the principles will be consulted upon, as described above.

Adopted: February 2015

Next review due: February 2017