

Statement of Behaviour Principles

Governors' written statement of behaviour principles

Review Date: June 2020

Senior Member of Staff Responsible: Mrs Karen Steele (Headteacher)

Governors Responsible: Governing Body Curriculum Lead – Tracy Evans

Ratified by the Governing Body: June 2018

Safeguarding Statement

At Gresham Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Gresham Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment; and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's web site.

This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our mission statement:

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Our mission is to be a safe, caring and inclusive learning community where all pupils feel valued and where support and challenge foster independence.

And our vision which is to be:

We at Gresham succeed because everyone is happy, kind, inspired and ready for the future

and our basic behaviour principles:

Be kind and be respectful.

To deliver these, all members of our community and taught about and are expected to develop the '**Gresham Skills Toolkit**' values that seek to promote and implement:

British Values and those within the school via the Gresham Skills Toolkit aims of developing resilience, independence, risk taking, creativity, collaboration, questioning, perseverance, reflectiveness, communication and empathy.

This will help ensure that we ensure that in our school 'Gresham Pupils Succeed'.

We, the Governing body of Gresham Primary School, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality of value whether 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 policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards. It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the importance of the safety of the pupil body, the Governing body support the right of the school to permanently exclude for a single offence where it is considered

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that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Gresham Primary School off-site.

References

Behaviour and discipline in schools - advice for Head teacher and school staff, DfE 2016

Keeping children safe in education, DfE 2016

Ensuring good behaviour in schools: a summary for head teachers, governing bodies, teachers, parents and pupils. DfE 2012

Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion, DfE 2017

Use of reasonable force - advice for Head Teachers, staff and governing bodies, DfE 2013