

# Mandale Mill Primary School



## Governors' Written Statement of Behaviour Principles

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**Making an Impact on Lifelong Learning**

## Mandale Mill Primary School

### Governors' Written Statement of Behaviour Principles

#### Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the governors have consulted the Headteacher, staff, parents or carers of pupils, and the pupils themselves.

The purpose of the statement is to advise and guide the Headteacher and SENCo in writing the Behaviour Policy by stating the principles which governors expect to be followed. It follows the guidance issued by the Department for Education in September 2012, and will be reviewed in line with the behaviour policy review, and in response to any changes in legislation and DfE guidance.

#### Principles

Mandale Mill Primary school is a maintained School. As such, the Governing Body believe that the Behaviour Policy should be underpinned by the ethos of the School and it should seek to embrace and carry forward our mission statement: Making an Impact on Lifelong Learning and our Core Values below:

At Mandale Mill Primary School, our **CORE** Values ensure we have children who **SPARKLE**. A lifelong love of learning will be developed as children discover that they can **SPARKLE** in many different ways. By showing **commitment** to every **opportunity** they are given, and demonstrating **respect**, they can achieve **excellence**.

**Commitment**

**Opportunity**

**Respect**

**Excellence**

**We are committed to providing the opportunities for children to tackle with respect, in order to achieve excellence.**

By **Commitment** we mean that we...

- ✓ support each other;
- ✓ positively contribute to our whole school community;
- ✓ accept consequences of our actions;
- ✓ recognise our rights;
- ✓ know and follow our school rules;
- ✓ loyally represent our school and community and
- ✓ ensure (with the help of our adults) that we arrive at school, on time, every day.

By **Opportunity** we mean that we...

- ✓ safely take risks in our learning;
- ✓ persevere;
- ✓ aspire to motivate ourselves and others;
- ✓ readily attempt new challenges;
- ✓ knowingly embrace every chance to succeed;
- ✓ learn in many different ways and
- ✓ enjoy all of our opportunities through active involvement.

By **Respect** we mean that we...

- ✓ show tolerance;
- ✓ patiently allow others to learn and grow;
- ✓ accept differences, are honest and value diversity;
- ✓ realise our responsibilities;
- ✓ kindly nurture each other;
- ✓ listen actively to others and
- ✓ empathise.

By **Excellence** we mean that we...

- ✓ strive to achieve our best;
- ✓ pride ourselves on being the best that we can be;
- ✓ aim high and inspire others;
- ✓ realise our full potential;
- ✓ know how to improve;
- ✓ lead by example, wherever possible and
- ✓ excel.

We are also a Unicef Rights Respecting School Level 1. Therefore, we think about the responsibilities we have as adults.

**Article 29** - *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

**Article 28** - *Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.*

Statement in Practice

The Behaviour Policy should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However, they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole

school community. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

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.

The Behaviour Policy must also comply with section 89 of the Education and Inspections Act 2006.

Contents of the Behaviour Policy:

- The school's rules and expectations;
- Examples of behaviour to be encouraged;
- Examples of inappropriate and unacceptable behaviour;
- A clear explanation of the systems of Rewards and Sanctions.

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following:

- Teachers' powers to search;
- To use reasonable force and to discipline pupils for misbehaviour outside school;
- Pastoral care for school staff and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Governors recognise that occasions will arise when, for the protection and safety of the whole school community, it will be necessary to employ such measures. However, these measures are to be considered extreme, to be employed in exceptional circumstances and always in accordance with the specific guidance issued by the DfE.

It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers.

This statement has been drawn up by Governors in consultation with staff, parents and pupils. The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent, contributing and responsible members of society.

**References:**

<http://www.legislation.gov.uk/ukpga/2006/40/section/88>

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>