

Governors Written Statement of Behaviour Principles

Last reviewed and Agreed by the Local Governing Body on 17/05/2016

The Department for Education requires governing bodies to publish a statement of behaviour principles for their school. This is purely a statement of principles and not practice. Practical applications of these principles are the responsibility of the Head Teacher.

Crabtree Junior School is an inclusive school and part of the Crabtree Academy Trust with the Crabtree Infants' School. The school's aim is to approach discipline in a positive and consistent way. We promote a positive attitude to behavior by focusing on values so that all children can reach our school aims. Values are felt and believed; they are seen and heard throughout the day. A set of core values, underpinned by British values- democracy, the rule of law, individual liberty, mutual respect and tolerance- gives all in our community a common purpose, an ethos that supports the pupil as reflective, analytical and responsible learners and in turn promotes quality teaching and learning.

The Governors at Crabtree Junior School believe that the principles underlying our schools behaviour policies and practice should include:

The right for everyone to feel safe at all times:

- All young people, staff and other members of our school community have the right to feel safe at all times whilst in school or whilst participating in school activities. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

- We strongly believe that high standards of behaviour lie at the heart of our school and its success in helping us work towards our vision of giving pupils the confidence to embrace life and encourage a love of learning.
- Every child has the right to learn in a safe and stimulating environment and staff have the right to teach in a classroom in which they feel they are valued and respected too.
- We 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 young people outside school in encouraging them to become successful and independent individuals in the wider community and active citizens of the future.
- Good behaviour is not just about respecting those around you and their rights to learn but also looking after our school property and resources.

Inclusivity and Equality:

We are dedicated to conducting the school with a view to promoting high standards of learning, attainment and care to improve outcomes for our children and staff and to maintaining good relations across the whole school community. We believe that all members of our school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. As a Trust, we are also committed to adhering to the fundamental British values and we will actively challenge any member of the school community expressing opinions contrary to these values, including 'extremist' views. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Scheme will be

further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard any vulnerable pupils.

School Rules, the Crabtree Code and Class Charters:

- To ensure that our values are embedded within school practice pupils are expected to adhere to the 'Crabtree Code', which was compiled by the pupils and adults at Crabtree Junior School. Alongside the Crabtree Code, the children will devise their own class charter and will decide, with their class teacher, how they aim to adhere to these expectations.
- The Crabtree Code is detailed in our Behaviour policy, and the Code, Class Charters, and the Crabtree Academy Trust's values will be clearly displayed in each classroom.
- We believe and support consistent systems, in taking responsibility for our behaviour - in the choices we make and the consequences.
- Governors expect that all staff, visitors and parents will support our values, rules and policies and ensure consistent applications and expectations across the school day including beyond the school gates.

Rewards:

- A school priority is to encourage good behaviour and promote self-discipline. We believe that positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in school.
- The Governors expect that any reward system is explained to others who have responsibility for our pupils such as extended school provision.
- We monitor the general behaviour at the school as well as the behaviour management systems in place regularly to ensure there is consistency, fair application and effectiveness.

Sanctions:

- We recognise that the use of rewards and sanctions must have regard to the individual situation and must be applied fairly, proportionately and reasonably taking into account SEN, disability and the needs of vulnerable children, offering additional support to meet behaviour expectations if necessary.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff, pupils and parents/carers including extended provision.
- It is important that sanctions are monitored for their proper use, consistency and effective impact.
- The School also has a policy outlining how it deals with allegations made against staff.

The statement has been adopted by the Governing Body as a whole, following consultation with the Head Teacher and members of the school community and will be reviewed in line with the Behaviour Policy every three years.

Resources used: 'Behaviour and Discipline in Schools - Guidance for Governing Bodies (DFE July 2014) and the Educations and Inspections Act 2006.