

Caring

Polite

Supportive

Confident

Proud

Successful



Curdridge Primary School Behaviour Principles

Purpose

The Education and Inspectors Act 2006 and DfE Guidance, (Behaviour in Schools 2012) requires the school governors to make a written statement of general behaviour principles to guide the Headteacher in drawing up the school's Behaviour Policy.

This is a statement of principles not practice and its purpose is to give guidance to the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared inspirations of Governors, staff and parents of children in the school whilst taking into account law and direction on behaviour matters. These principles must be regularly revised in line with policy review.

Rationale

The strong ethos of the school is driven through our shared Core Values:

Caring, Confident, Polite, Proud, Supportive, Successful

Through our Vision and Aims and with reference to good behaviour, we expect to:

- Develop children's self-knowledge, self-esteem and self-confidence.
- Encourage respect for others and demonstrate tolerance towards different cultural traditions, races and beliefs.
- Encourage children to accept responsibility for their behaviour and to show initiative.
- Help children understand how they can contribute positively to the lives of those living and working in the locality of the school.
- Enable children to distinguish the difference between right and wrong and to respect rules.

Principles

1. The Governors of Curdridge Primary School believe that high standards of behaviour will enable its children to make the best possible progress in all aspects of school life and enable staff to teach and promote good learning without interruption.
2. Children and staff have the right to feel safe at all times at school. There should be mutual respect between staff and children and between children. Visitors to the school should feel safe and free from the effects of poor behaviour.
3. All members of the school community should be free from discrimination of any sort. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for efficiency.
4. Under the Equality Act 2010, the school's legal duties, in respect of safeguarding pupils with SEND and vulnerable pupils, should be set out in the Behaviour Policy and made known to all staff.
5. Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage good behaviour in class and around the school.
6. Sanctions for unacceptable or poor behaviour should be known and understood by all pupils and staff and be consistently applied. Exclusions, particularly those that are permanent must only be used as a last resort.
7. The policy should include the following:
 - The power to use reasonable force or make physical contact.
 - The situation in which reasonable force may be used.
 - A definition of reasonable force and explanation of how pupils may be restrained. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint.
 - The power to discipline beyond the school gate. This should cover the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when a child is taking part in any school organised or school related activity.