



Governors Written Statement of Behaviour Principles

Achievement through Happy Learning

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.

This is a statement, not practice.

Practical applications of these principles are the responsibility of the headteacher; they are set out in our Positive Behaviour Policy and permeate other policy and documentation.

Our Ethos

British values lie at the heart of our school. These underpin our whole ethos, curriculum and school life and aim to ensure that our pupils leave Hatton Hill Primary as happy, secure, caring and responsible citizens. The values we promote are important within the school community and are values which will be important throughout life. In all that we do we strive to share, encourage and demonstrate positive values with our children; in order that they understand them and try to live by them.

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our children and parents feel safe, nurtured and respected.

The governors of Hatton Hill Primary aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by pursuing an inclusive policy towards our pupils which celebrates diversity, understanding the importance of common identity and reflects our British values.

At Hatton Hill Primary we are a caring community where everyone feels valued, safe and adopts a 'can do' attitude. All we do is underpinned by British values, which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of life-long learning.

The purpose of this statement is to give guidance to the headteacher in drawing up the Positive Behaviour Policy by stating the principles that the Governors expect to be followed.

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

Behaviour Principles

We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

We have high expectations of everyone and we will actively promote equality of value, whether race, gender, sexuality, religion or disability. The positive 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 expectation a focus on learning; appropriate praise and celebration of outcomes.

When children do not meet the expectations, whether through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these point, we will enable the child to reflect on, and learn from, their behaviour and make reparation wherever possible.

On occasions sanction may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.

The Governors expect the headteacher to use his/her discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures ot manage unacceptable/challenging behaviour.

For those children 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 child must balance the needs of the individual with the those of the school community and where pupil behaviour places other at risk, the safety of the pupil body as a whole is paramount.

The Governing Body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Given the overriding need to keep children safe, the school will utilise its powers to search and use reasonable force to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parents continues to cause disturbance, he or she may be liable to prosecution. The Governors expect the headteacher to include the guidance on the use reasonable force with policy.

We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of 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, behaviour and anti-bullying) 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).