

Petersgate Infant School

Statement of Behaviour Principles

Introduction:

The Education & Inspection Act 2006 requires the governors to produce and regularly review a written statement of principles promoting good behaviour.

The Governors also have a duty under section 175 of the Education Act 2002 to plan arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their duty to eliminate discrimination under section 149 of the Equality Act 2010.

The principles are intended to support the school's values of **Safety**, **Caring**, **Achievement**, **Resilience** and **Friendship** in a safe, nurturing, purposeful and calm environment where all children feel valued.

Behaviour Principles:

- All pupils, staff, visitors, and other members of the community should always feel safe whilst at Petersgate.
- Petersgate is an inclusive school, we believe in equality and value all members of our school community which is free from discrimination.
- Governors expect the Headteacher, members of the school staff and themselves to lead by example, modelling good behaviour.
- Governors expect the Headteacher and staff to ensure that all pupils understand our values and our vision for our school and understand what is expected of them, in line with the staff code of conduct.
- The Governors recognise that some pupils may need additional support to meet behaviour expectations. This may include an Individual Behaviour Management Plan (IBMP). The IBMP helps staff support the pupils and are only for those who need additional support with their behaviour, beyond the Behaviour Policy.
- The Governors expect praise, encouragement, and rewards to be used effectively to promote effort and achievement and to secure good teacher pupil relationships. Productive behaviour should always be acknowledged to encourage positive behaviour in the classroom and elsewhere in the school.
- The Governors expect all children to be taught to understand and manage their feelings and have a sense of responsibility for the school and its environment. The zones of regulations displayed in each classroom and in communal areas teach the pupils how to manage their behaviour. This is further complemented by the myHappyMind programme, which is a programme dedicated to building positive mental well-being.

- Bullying or harassment on any grounds including ability, additional educational needs or disability, age, culture, faith, gender, ethnicity, or sexual orientation is unacceptable even if it occurs outside of normal school hours.
- The Governors expect that sanctions used for distressed behaviour should be known and understood by all staff and pupils using a relational approach to supporting behaviour through the use of the consequence system (natural, logical and protected consequences). Governors will further develop their understanding around this approach.
- The governors are aware of their duty to provide clear advice and guidance to the Headteacher in respect of the following:
 - Teachers power to search.
 - To use reasonable force.
 - Discipline children for misbehaviour beyond the school gate.
 - Pastoral care for school staff accused of misconduct.
 - When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
 - The Governors recognise that these are extreme measures to be taken in exceptional circumstances and they should be carried out only in accordance with specific guidance issued by Department of Education.
 - The Governors recognise that internal and fixed term suspension are used, and that permanent exclusion is a last resort.

These principles will underpin the school's behaviour policy and support our vision for all children to grow into responsible, caring individuals who actively and positively contribute to the community.