

Chapel Allerton Primary School



Written Statement of Behaviour Principles,
For approval by the Governing Body Approved March 2023
Next due for review in March 2024

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Chapel Allerton Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Chapel Allerton Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of:

- Restorative Practice
- equality
- equity
- mutual respect
- fairness

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be

followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Relationships and Behaviour Policy with reference to the DfE guidance document 'Behaviour in Schools – Advice for Headteachers and School Staff', 2022

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use.
- Consequences should be applied logically, fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- High standards of behaviour are expected. The school rules should be clearly set out in the Relationships and Behaviour Policy. Governors expect these rules to be consistently applied by all staff.
- We believe in early support for developing issues.
- We will seek outside help and support from appropriate agencies.

- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's 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 parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.