

Park Way Primary School

Statement of principles for promoting good behaviour

(to be read in conjunction with Behaviour & Discipline Policy)

Introduction

Legislation requires that a statement of principles promoting good behaviour be provided by Governors. These principles will underpin the school's Behaviour Policy, which will define the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Headteacher of the school. The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.

Principles

The Behaviour Policy is written to fulfil the Governor's duty of care to pupils and employees and to promote teaching and learning and high standards of attainment. The policy should define measures to achieve these objectives. At Park Way Primary School we value everyone as an individual, capable of growth, change and development. Our core values of respect, resilience and responsibility underpin the working of the school. They are values which we expect everyone to abide by and which we try to nurture in our pupils. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

In developing strategies for the management of behaviour in school the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement, helping children to learn desirable behaviours far outweigh the principle punishment and admonition. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others.

Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the school's values of respect, resilience and responsibility, the policy should support restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

Where allowing a child to remain in school would seriously harm the education or welfare of the pupil or others in the school, staff will act swiftly to meet the needs of this child and to prevent exclusion. Governors will support exclusion as a last resort.

The school's policy balances both collective and individual needs*. The school staff will have due regard to the SEN code of practice in meeting the needs of individuals to ensure that they have full curriculum access. School staff will work collaboratively with the LA and other local schools to promote Inclusion. *For example, vulnerable pupils – such as those with special educational need, physical or mental health needs, migrant and refugee

2020

pupils and looked-after children – can experience particular difficulties with behaviour (for example, related to medical conditions, lack of understanding or trauma) and may need behavioural support. In addition, the school will need to take account of their individual needs and circumstances when applying the school's behaviour Policy – for example, by making adjustments to the framework of rewards and sanction – to make the policy effective and avoid a potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.