

Baguley Hall

Primary School

Written Statement of

Behaviour Principles

Date of Policy approval \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Policy review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Governors)

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head teacher.

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

At Baguley Hall Primary, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the 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.

**Principles:**

• All children, staff and visitors have the right to feel safe at all times at school

• Baguley Hall Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies

• The school rules will be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff

• Governors expect to see a wide range of positive consequences, consistently and fairly applied in such a way as to encourage and promote good behaviour around school

• Negative consequences for unacceptable behaviour should be known and understood by all staff and pupils and consistently applied

• It is recognised that the use of positive and negative consequences must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Negative consequences should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary

• The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort

• The Governors require pupils and parents to cooperate to maintain an orderly climate for learning

• 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 require the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy

*(Occasionally, pupils may exhibit behaviour which could cause a risk to themselves, other pupils and / or staff. Identified staff are Team Teach trained to respond to pupils’ needs. This strategy focuses on de-escalation techniques designed to support these pupils and includes safe holding when required.*

*However, please note; ‘All members of school staff have a legal power to use reasonable force.’ (Section 93, Education and inspection act 2006). Reasonable force will only be used by staff, if considered necessary to protect and safeguard the child, other pupils and / or adults.)*