

Bawnmore Community Infant School



Written Statement of Behaviour Principles

Rationale and purpose

1. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Positive Behaviour Policy.
2. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance Behaviour and Discipline in Schools, January 2016.
3. The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
4. The school's Policy for Positive Relationships and Behaviour Regulation is publicised to staff and families on the school website.

Principles

1. The Governing Body of Bawnmore Community Infant School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values.
2. Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
3. Every pupil has the right to learn in a safe environment.
4. All pupils, staff and visitors are free from any form of discrimination.

5. Staff and volunteers set consistently high expectations of all pupils.
6. School will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all times.
7. School's behaviour principles and Policy for Positive Relationships and Behaviour Regulation is available to, and understood, by all pupils, staff and parents.
8. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, are set out in the Child Protection Policy and known to all staff.
9. Rewards and sanctions are used consistently by staff, in line with the Policy for Positive Relationships and Behaviour Regulation.
10. Reasonable force is only ever used as a last resort to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
11. The Positive Behaviour Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
12. Pupils are helped to take responsibility for their actions.
13. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
14. Teachers' powers to discipline include the power to discipline pupils even when they are not at school e.g. when on a school visit.
15. The school will work in partnership with families and external agencies to support pupils who are consistently struggling to make positive behaviour choices.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.