Written Statement of Behaviour Principles

written in partnership with governors

Working together to achieve the very best

Rationale and purpose

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 Behaviour Policy.
This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance **Behaviour and Discipline in Schools, guidance for governing bodies January 2016**.

The purpose of this statement is to provide guidance, by the Governing Body of Middlewich Primary School, 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 the school's Behaviour Policy.

The school's Behaviour Policy is published to staff, families and the community on the school website and paper copies can be requested.

Principles

The school values of *we strive to achieve, we engage and enjoy, we show care and respect for each other,* are at the heart of all we do and form the basis for our high expectations for pupils' behaviour. We support our pupils to behave respectfully and with consideration of others through explicit teaching, modelling and pastoral support.

We aim to ensure that:

- All of our pupils thrive within an environment where they feel safe, respected and valued at all times.
- Pupils, staff and visitors are free from any form of discrimination, bullying or disrespectful behaviour.
- Our pupils' right to a full and ambitious education is fully realised.
- Our school is inclusive and understanding that some individuals will need additional support, including pastoral, to ensure their needs are met. We are flexible in our approach, when necessary, and recognise that there is no 'one size fits all model' for all of our pupils.
- Pupils learn to self-manage their behaviour and take personal responsibility for their actions by understanding the consequences of poor choices for themselves and others.
- Pupils learn the importance of developing and maintaining trusting, considerate and respectful relationships with others. They recognise the value of these as they grow to be independent, respectful and resilient members of a diverse society.
- Staff model and promote positive behaviour and foster and encourage respectful relationships, both with and between pupils and with other staff.
- Staff have the highest of expectations for good behaviour but understand that the needs of individual pupils may mean an adaptive approach is necessary.
- We work in close, reciprocal partnerships with families to support the behaviour of our pupils. We employ a range of supportive strategies to do this.

Where pupils' behaviour are such that these principles are not being met by pupils, the governors expect the Behaviour Policy to outline how this should be dealt with promptly and appropriately.

Governors' expectations of the school's Behaviour Policy

It is the governors' expectations that the headteacher, supported by all members of staff, parents and outside agencies all contribute to supporting a whole school behaviour policy that is consistently followed to:

- Ensure pupils are taught to take responsibility for their behaviour choices, and adults to adjust their expectations of behaviours and actions, so that they are age appropriate and take account of any special need, disability or protected characteristic a pupil may have, in line with the Equality Act 2010.
- Ensure high standards of behaviour are expected at all times.
- Ensure that the school, in partnership with pupils, staff and parents/carers, uphold consistently high expectations of pupils' behaviour and model such behaviour at all times.
- That the school's behaviour policy is based upon positive behaviour strategies and a consistent whole school behaviour system.
- That any sanctions used are those within the policy, are proportionate, and lawful.
- Ensure all negative behaviour is recorded to enable staff to identify appropriate responses and actions.

The governing body expects that the school's behaviour policy will identify lawful powers that the school may take to ensure the good behaviour of pupils and safety of all. These powers will include:

- The power to search a pupil or their possessions if there is reason to think that a child has a banned item in school, or one that may cause injury to themselves or another or is likely to cause disruption to the learning of others.
- The power to use reasonable force or make other physical contact if it is in the best interest of the child or others nearby, acknowledging this will almost always be carried out by staff who are trained to use positive handling techniques.
- The power to discipline beyond the school gate if a pupil is taking part in a school- organised or school-related activity; travelling to or from school; wearing school uniform, or otherwise identifiable as a pupil at the school; behaving in such a way that could have repercussions for the school, or poses a threat to others, or could adversely affect the orderly running of the school.
- Power to provide pastoral care for school staff accused of misconduct.
- The power to organise a multi-agency assessment for pupils who display continuous, disruptive behaviour.
- The power to use suspensions and permanent exclusions of pupils where such misbehaviour warrants it.

This statement is to be reviewed by the governing body of Middlewich Primary School annually to reflect any changes in guidance, including that relating to safeguarding, the law or the needs of the school or its community.