

Mickle Trafford Village School



We care, we learn, we belong

BEHAVIOUR PRINCIPLES STATEMENT

Date of policy	Autumn 2025
Date for Review	Autumn 2026
Date policy approved by Governing Body if necessary	FGB 15.10.2025

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GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

MTVS is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at Mickle Trafford Village School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children 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 Governor's support when following this guidance. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at Mickle Trafford Village School, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

Our Behaviour Policy is available on the website and in writing.

Principles

- The Governors and staff of Mickle Trafford Village School believe that high standards of behaviour lie at the heart of a successful school, these standards enable all its children to make the best possible progress in all aspects of their school life and work and ensures that all staff are able to teach and promote good learning without undue interruption or harassment
- The school's primary concern is the safety, wellbeing, inclusion and education of all pupils; actions taken in cases of inappropriate behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities
- Everyone understands that they have the right to feel safe at all times and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Everyone has the right to be listened to, feel valued and respected, and to learn/work free from the disruption of others

- The school will create and maintain a calm atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice
- All members of our school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based. under the Equality Act 2010
- Staff and volunteers set an excellent example to pupils at all times
- High standards of behaviour are expected. Class charters are written in collaboration with the children and are displayed in the classroom. They are also shared with parents annually as part of the home school agreement. Governors expect charters to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward positive behaviour around school
- Sanctions for unacceptable behaviour should be known and understood by all staff and children, consistently applied and regularly monitored to ensure effective impact
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual children and staff are expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and advice from external agencies will be sought as necessary to support children who display continued disruptive behaviour
- Where there are significant concerns over a child's behaviour, the school will work with parents to strive for common strategies between home and school
- Where parents value and support the need for good attendance and punctuality to minimise disruption to learning
- We expect children and parents to cooperate to maintain an orderly climate for learning
- Children are helped to take responsibility for their actions
- The school's Behaviour Policy and Positive Handling Policy ensures that there are measures to encourage positive behaviour, self-discipline, following the Zones of Regulation and respect, and prevent all forms of bullying harassment and violence amongst pupils; it also provides guidance on use of reasonable force. Bullying, harassment and violence of any description is unacceptable and never tolerated
- The school's Behaviour Policy clearly reflects the school's approach to exclusion, all stakeholders strongly feel that exclusion, particularly those that are permanent must only be used as the very last resort

- The governors wish to emphasise that violence, threatening behaviour or abuse by children or parents towards staff will not be tolerated. Such incidents will be dealt with following relevant policies e.g. Complaints Policy, Serial, persistent complaints policy.
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children

General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise
- Each pupil receives the necessary behavioural support according to their specific needs
- Bullying (including cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff
- Pupils should help staff by showing positive behaviour in the classroom, not distracting themselves or others from important learning
- Staff will lead by example and model their conduct in line with the school's standards
- Everyone in the our school community should understand that the school's emphasis is on encouraging and praising positive behaviour and supporting individuals who are struggling to meet the expected behavioural standards

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extracurricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of our school.