



Behaviour Principles –

A Statement from the Governors

The Education and Inspections Act 2006 requires that the governors of all maintained schools publish a statement of principles that underpin the behavioural expectations at their school. The precepts outlined below guide the behaviour policies and procedures at Wincheap Foundation Primary School. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up policies and procedures for the school based on this statement, the requirements of law, and relevant guidance.

- Wincheap Foundation Primary School is an inclusive community. All children, staff and visitors have the right to feel safe at all times while in school and procedures should conform to the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children. All pupils, staff and visitors must feel free from any form of discrimination and our policies and practices should conform to the duties of the Equality Act 2010.
- We strive to ensure that every child understands they all have the right to feel safe, valued and respected, and to learn free from the disruption of others; and that they owe the same courtesies to everyone else.
- We keep in mind that we are the adults, and the children are still growing, learning and developing. Adults have an eye to long-term objectives and a flexibility in understanding, approach and response that some children may have not yet developed. Inclusion means accepting and working from wherever a child is in their development: educationally, physically or socially.
- Good relationships are the foundation of good behaviour. In addressing challenging behaviour, we seek to repair and build relationships and encourage positive behavioural change rather than simply punishing a child's actions. They are a member of our school community and we want them to learn from what happened, make restitution, and move forward. Our long-term focus is on finding the most effective ways to help children develop resilience, self-control and empathy. We believe this underpins being a successful adult and a contributing member of society, and is one of the outcomes of a good education.

Our expectations for behaviour from **everyone** at the school are summed up by our three-part golden rule:

Be Ready, Be Respectful, Be Safe.

Roles

Pupils are helped to take responsibility for and reflect on their actions and choices, and to form strong relationships. We believe children should be given opportunities, and openly encouraged to support each other in the process of their personal growth, recognising and learning good behaviour.

Families are the most essential part of the support structure for growing children and should be involved in celebrating positive behaviour and, where necessary, addressing challenging behaviour to foster good relations between the pupils' school and home life, and help children feel the security of consistent love, support and expectations.

Staff are expected to set an excellent example to pupils at all times. Rewards and sanctions should be used consistently by staff, in line with our Behaviour Policy. Identifying and celebrating positives is just as important as addressing negatives.

Policies

The governors expect the Headteacher to develop and uphold the policies and practices that will promote a good learning environment and a strong, safe community.

The Behaviour Policy is shared with pupils, parents and staff. The policy gives guidance on promoting positive behaviour and addressing challenging behaviour within school and beyond the school gates when on visits etc...

By effectively preventing and tackling bullying, we can help to create a safe, happy environment where pupils are able to learn and fulfil their potential. The expectations on staff to achieve this are laid out in the Anti-Bullying policy.

Any decision to use physical intervention and/or reasonable force should be based on individual circumstances and the professional judgement of staff and conform to the guidance within the school's Positive Handling policy.

Suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort and where the safety and/or rights of others at the school are being seriously compromised. The processes involved in permanent and fixed-term exclusions are outlined in our Suspensions and Permanent Exclusions policy.

Use of Violence, Abuse or Intimidation

The Governing Body of Wincheap Foundation Primary School also emphasises that violence, abuse or threatening behaviour will not be tolerated in any circumstances by anyone.

This statement of principles will be reviewed and affirmed annually.