

Statement of Behaviour Principles for Long Sutton Church of England Primary School

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

The Governors at Long Sutton C of E Primary School believe that high standards of behaviour and positive attitudes lie at the heart of a successful school and that this is achieved through positive behavior management and the development of good relationships in line with the school's Christian values enabling every child to make the best possible progress in all aspects of their school life.

At Long Sutton C of E Primary, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, Christian values, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens. We understand that behaviour is a form of communication and it is our role to support children to communicate effectively.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Relationships and 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.
- Long Sutton C of E 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 Safeguarding, Relationships and Behaviour and Equality policies.
- The school promises should be clearly set out in the Relationships and Behaviour Policy and displayed around school. Governors expect these promises to be consistently applied by all staff.
- The school uses intrinsic rewards to promote positive behaviour, self-motivation and self esteem.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions is set out in the Relationships and Behaviour Policy parents/carers and staff can understand and how and when they are applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions 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 suspensions and exclusions must only be used as the very last resort.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Parents/Carers are encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time in school, the local community and in preparation for their life after school.
- The responsibilities of children, parents/carers and all school staff with respect to children's behaviour is outlined in the Home School Agreement which parties are given when a pupil joins our school.
- 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 expect the Head teacher to include guidance on the use of reasonable force, within the Relationships and Behaviour Policy and De-escalation and Physical Intervention Policy