



Beatrix Potter Primary School

Behaviour Principles

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES -

We are a UNICEF Rights Respecting School. These principles relate to Articles:

3,4,5,6,12,13,14,15,16, 18,19,23,28,29,30,31,39

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) and the Equality Act 2010.

They are a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Beatrix Potter Primary School, believe that learning is best achieved when children are both safe and happy. When all members of the school community treat each other with respect and kindness we enable the best possible progress. Therefore high standards of behaviour are integral to the school. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016.

Behaviour Principles:

Beatrix Potter Primary School is inclusive. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.

Everyone has the right to feel safe all of the time.

Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

Every pupil should be educated in an environment where they feel valued, listened to and respected. Our values of pride, kindness, respect, friendship, resilience, creativity, equality, curiosity, gratitude, hope, responsibility and courage are taught explicitly and we endeavour to ensure that they guide all our interactions.

Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.

As part of taking responsibility for actions, children should be guided to self-identify and self-regulate their emotions.

Behaviour can be communication of an unmet need and this must be considered, separating the individual from the behaviour. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is 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 assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour

Changing negative behaviour is best tackled through positive guidance, positive motivation techniques and rewards.

Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.

Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.

Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice. Kindness should always be emphasised.

High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.

The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.

Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.