

The Whitstable School

Behaviour Principles Written Statement



Reviewed and agreed by Governors at the Full Governing Body meeting held on 8 March 2017.

GS

Mr Graham Saltmarsh, Chair of Governors

Date:

AGI

Mrs Ana Gibson, Headteacher

Date:

The statement will be reviewed every 3 years but will be amended before then if required.

Next review due: March 2020.

Behaviour Principles Written Statement

Our Behaviour Principles have been agreed in order to support the ethos and values of The Whitstable School. They underpin the school's behaviour policy.

Principles:

1. High standards of behaviour: The Governors strongly believe that high standards of behaviour lie at the heart of a successful school that enables all its children to make the best progress in all aspects of their school life and work and all staff to be able to teach and promote good learning without interruption.
2. Right to feel safe at all times: All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children. All visitors to the school should also feel safe.
3. Inclusivity: All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive anti-bullying statement that is known and understood by all. Consistently applied and monitored for its effectiveness. Measure to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
4. Equality: The school's legal duties under the Equality Act 2010 in respect of safeguarding pupils with special educational needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
5. Home school agreement: Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school. The responsibilities of children, parent/s carers and school staff with respect to children's behaviour should be outlined in the Home-School Agreement which all parties should sign when a child joins the school.
6. School Rules: The school rules should be clearly stated in the Behaviour Policy and accompanied by a code of conduct which further explains expected standards of behaviour. They should be displayed in all classrooms and around the school and should be shared and explained to all children. The rules should be consistently applied by all staff
7. Rewards: A wide range of rewards should be consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be clear in the behaviour policy.
8. Unacceptable/poor behaviour: Sanctions should be known and understood by all staff and children and consistently applied. The range of sanctions should be described in the policy so that children, staff and parents/carers can understand how and when these are applied. Exclusion, particularly those that are permanent, must be used only as a very last resort.
9. Power to use reasonable force or make physical contact: The policy should describe the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving). A definition of 'reasonable force' should be included which should also explain how and when pupils may be restrained. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint.
10. The power to discipline outside the school gates: this should cover the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any school-organised or school related activity.

Our expectations are that pupils will:

- be considerate of each other and of adults
- develop good inter-personal and social skills
- develop emotional maturity and stability
- accept that we can make mistakes but that we need to learn from them and move forward
- follow the school rules throughout the school day, inside and outside of the school building

To facilitate positive behaviour staff are expected to:

- support pupils and colleagues
- establish good relationships and be positive role models
- create a learning environment with high expectations

Rights and Responsibilities

All stakeholders have rights and responsibilities directly linked to our mission statements and our positive behaviour ethos.

Children	
<p>Rights:</p> <ul style="list-style-type: none"> • To feel safe • To be able to learn to the best of their ability • To be treated fairly with consideration and respect • To be listened to by adults in the school • To know what is expected of them • To gain self-esteem and confidence • To experience progress and achievement • To aim high in life 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • To care for and take pride in the school environment • To support and encourage each other • To treat others with consideration • To follow instructions from staff • To take responsibility for their own actions • To resolve difficulties, seeking appropriate help if needed • To do their best and allow others to learn

Children will be regularly reminded of these rights and responsibilities in order to support them to meet our behavioural expectations.

Staff and Governors	
<p>Rights:</p> <ul style="list-style-type: none"> • To feel safe • To be treated with respect by pupils, parents/carers and colleagues • To work within a supportive and understanding community • To know what is expected of them 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • To create a safe environment • To provide learning opportunities to engage all children • To have high aspirations for all children • To treat pupils with respect at all times • To foster good relationships, leading by example • To involve parents and carers when children are finding it difficult to meet expectations of behaviour • To develop a consistent approach, working as a team to support and encourage each other

Parents and Carers

Rights:

- To know their children are safe and happy
- To be sure their children are treated fairly
- To be able to communicate with staff easily
- To be informed about their child's progress and behaviour

Responsibilities:

- To ensure children attend daily, arrive on time and are well-prepared for the school day
- To support the school policies and strategies
- To promote good behaviour, politeness and consideration for others
- To inform the school of any issues that may affect their child
- To encourage children to have high aspirations for their future
- To respond and support the school when contacted about a child's behaviour