

# Behaviour Principles – Written Statement

## Carlton Junior & Infant School



Approved by: Governing Body

Date: 13 September 2019

Last reviewed on: September 2019

Next review due by: September 2020

Carlton Junior and Infant School is committed to providing an environment where everyone can feel safe, happy and included. It is a community school in which excellent behaviour is nurtured, in order to create a whole school environment conducive to maximising an individual's learning potential and achievement.

It is the responsibility of **all staff** to ensure that all pupils of the school maintain excellent behaviour at all times, through a shared, caring and consistent approach.

A strong community partnership – staff, parents, carers and governors – promotes positive behaviour in pupils at Carlton Junior and Infant School.

Pupils of Carlton JI are expected to take responsibility for their own behaviour.

The purpose of this statement is to give guidance to the Head teacher in drawing up the 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.

### **Rights and Responsibilities**

***At Carlton JI, we believe that all our pupils, staff and school community share the same rights. Through the Investors in Pupils approach, class rules are created and agreed with all the children in the class.***

### **Principles:**

- Place the safety, wellbeing and the right to be educated the centre of the school's work on behaviour.
- The school values (respect, responsibility, honesty, equality, kindness, collaboration, perseverance and achievement) will act as a mechanism to nurture good character traits which will ultimately ensure good behaviour.
- Every member of the school community has the right to feel valued and respected, and treated fairly
- All children have the right to come to school without the fear of being bullied
- Provide a caring and supportive environment, which allows children to learn, and teachers to teach
- Help independence by making children responsible for their own actions
- Provide structure, which moderates children's behaviour allowing them to develop as responsible citizens within British society
- Establish and maintain a consistent approach which echoes the school's vision, ethos and mission in every aspect by every adult and child.
- 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
- All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules 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 good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the behaviour Policy.

