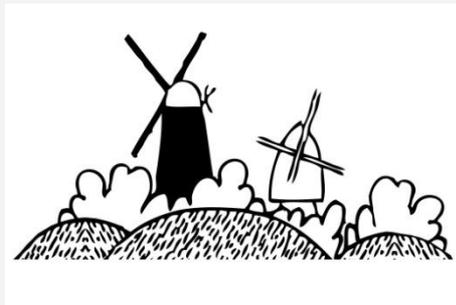


# **THE WINDMILLS JUNIOR SCHOOL**



## **Governors' Written Statement Of Behaviour Principles**

**Published: May 2016 Reviewed: Sept 2018**

The governing board's 'Principles of Behaviour' Statement underpins our school's Behaviour Policy and related documents, and aims to ensure that children can learn and teachers can teach in an atmosphere of trust, respect and security.

We are totally committed to working with parents and carers, internal and external agencies and the pupils themselves, to modify behaviour and support each pupil to achieve the best from their learning. Within this we realise that every pupil has a right to a safe environment, and that the unacceptable behaviour of an individual must not threaten the education or well-being of the school community. We are an inclusive school and work hard to ensure that all can succeed.

Under the Education and Inspection Act 2006, school governing boards are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

The following has been approved by The Windmills Junior School board of governors. It applies to all adults employed by, volunteering at, or providing services to The Windmills Junior School.

Similarly, given the duty of care to pupils, this statement and the policies that both stem from it and are influenced by it (e.g. restraint, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school and when engaged in extra-curricular activities and residential trips.

We, the board of governors, of The Windmills Junior School:

- adopt and support the school in achieving its values, safeguarding its rights and following its rules
- respect and value all members of the school community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment;
- recognise our responsibility to safeguard all who are part of our school and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- value the strong relationships that exist in the school which leads to mutual respect and we encourage positive behaviour;
- have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability; and
- seek to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied with consistency and fairness with regard to each individual situation.

Our main principles are:

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- Everyone has the right to be safe.

To guide the headteacher in ensuring that The Windmills Junior School provides an orderly, caring environment:

- We believe that it is important to involve parents, carers and children in establishing and maintaining good behaviour, and for us all to be role models.
- We believe that effective teaching promotes good behaviour and enables children to be successful learners.
- We believe that there must be a culture of respect for each other, our school and our community.
- We have a responsibility to ensure support for children with emotional and behavioural needs.
- We believe that all staff should promote effective behaviours for learning, including problem-solving skills, collaboration and perseverance.
- We understand the importance of self-esteem and self-discipline, and expect staff to nurture these in our learners.
- We strongly promote the principle of equal opportunities and value diversity. We will not tolerate bullying, violence, racism, sexism or any form of discrimination.
- There are clear systems for celebrating success and for implementing sanctions consistently.
- We endorse our school's Behaviour Policy and undertake to monitor its effectiveness and support staff in its implementation.
- We aim to keep safe every member of the school community, and to comply with legal and statutory requirements with regard to all aspects of school life.

### **Monitoring School Discipline and Understanding Pupil Requirements**

It is recognised that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable and to deter other pupils from similar behaviour. The board of governors will monitor the school in this regard.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, the board of governors expects lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However,

when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing Board works with all members of the school community to understand the pupils and their circumstances and believe this relationship is an important part in building a strong learning community. The Governing Board takes the clear and committed view that good behaviour is critical for promoting an effective environment for learning.

We expect the headteacher to produce and publish for all stakeholders (staff, children, parents, governors, volunteers and visitors) a behaviour policy containing clear guidelines to ensure that pupils:

- respect all members of the school community and the school environment;
- are aware of and follow school procedures;
- are aware of the school's rewards and sanctions for behaviour;
- are aware they can be screened and searched for harmful substances and items;
- are aware that staff have the power to use reasonable force or make other physical contact when either they or another child is in danger or to prevent a situation from escalating into one where something more serious may happen.

In addition to the above, the headteacher must also adapt the policy for children with specific behavioural difficulties so as to ensure:

- rewards are appropriate to the capabilities of the special needs child;
- the safety of all stakeholders is considered;
- multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

The school's behaviour policy must also contain guidelines on the pastoral care of school staff accused of misconduct.

Furthermore, the headteacher must ensure guidance and training are available for all staff and volunteers and that this training is documented. All parents must also be made aware of the content of the school's behaviour policy and any changes made to it.

In conclusion, The Windmills Junior School will strive to:

- eliminate discrimination, harassment or victimization;
- support equal opportunities for all pupils;
- encourage good behaviour and prevent all forms of bullying amongst pupils; and ensure the school is safe and accessible to all, regardless of any disability.