



GEORGE CAREY CHURCH OF ENGLAND SCHOOL

Behaviour Principles Written Statement

Reviewed annually by Governing Board

Chairs Signature.....

Date

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore, has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The documents

‘Behaviour and Discipline in Schools – Guidance for Governing Bodies’ (DFE - July 2013)

‘Behaviour and Discipline in Schools – Advice for headteachers and school staff (DFE-January 2016)

Education Endowment Foundation Improving Behaviour in Schools (EEF.li/behaviour – June 2019)

have been used as a reference in producing this Statement of Behaviour Principles.

George Carey C of E Primary School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community. **We therefore ensure our school behaviour policy is clear and consistently applied by all members of the school.**

Right to feel safe at all times:

All young people staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

Every pupil should have a supportive relationship with a member of the school staff

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.

Good teaching and learning, **alongside good classroom management**; promote good behaviour and good behaviour promotes effective learning.

Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

Teachers should be aware of specific strategies to support those pupils for whose needs the universal behaviour system does not meet.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules:

School rules will be detailed in our Behaviour Policy. We believe in consistent systems, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards: We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school. These should form part of broader classroom management strategies

The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes.

The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.

Children should be encouraged to be self-reflective of their own behaviours

It is important that sanctions are monitored for their proper use, consistency and effective impact.

Behaviour Policy:

The full Positive Behaviour Policy is available on the George Carey website at the following location:

www.georgecareyprimaryschool.com

A paper copy is available in the main School Office area on request.