



Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the Governors are required to have a Written Statement of Behaviour Principles. The governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's website. It is also held in the school office. This statement and the behaviour policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review. This statement is informed by our School Aims.

School Aims

In our school, everybody should work constantly to develop a purposeful and quality environment, well-ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has their best chance to:

Achieve beyond expectations;

Be proud of our community, our school, our achievements and our peers;

Compete with the belief that we have every chance of success;

Develop a culture where we take appropriate risk, understanding that this is how people learn, grow and achieve things that they thought were too difficult;

Enable people to work together in order to achieve more than they could on their own.

We believe these aims will develop us; spiritually, morally, socially and culturally therefore helping to prepare us for the next challenges and opportunities in our lives.

Our Behaviour Principles are therefore:

- Work hard
- Respect and contribute to our School and its environment
- Compete and believe you have every chance of success
- Take appropriate risk and commit to difficult things
- Work together and respect each other
- Be kind and gentle





Intent and Aims

Statement of Intent

The behaviour policy is designed to promote good relationships, develop an ethos of kindness and co-operation, and reward good behaviour.

The Governing Body, Headteacher and all staff at Swinemoor Primary School have developed the principles that underpin the behaviour policy. The policy aims to:

- reflect the duty of care to all pupils and staff;
- promote teaching and learning of the highest standards;
- contribute towards the high standards of attainment; and
- preserve the reputation of the school.

Behaviour Management

Social Behaviour

The guiding principle of our expectations for social behaviour at Swinemoor Primary School is our 'Golden Rule':

- Be kind and gentle

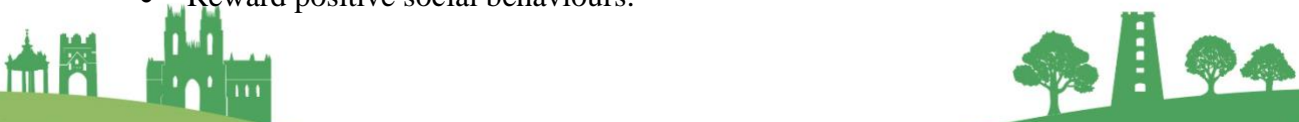
The whole school community is based around positive relationships within clearly defined expectations that apply to all. Positive social behaviours are taught across the curriculum, particularly in PSHE, and all staff are expected to model positive social behaviour at all times.

Children will:

- Have routines, rules and expectations clearly explained and referred to regularly;
- Have routines, rules and expectations consistently applied across the school;
- Have explicit teaching to encourage positive social behaviours;
- Have access to social behaviour interventions;
- Be rewarded in a variety of ways for positive social behaviours.

Staff will:

- Clearly explain and refer to routines, rules and expectations;
- Apply routines, rules and expectations consistently across the school;
- Make reasonable adjustments for children, including based on age and additional needs;
- Explicitly teach positive social behaviours;
- Model positive social behaviours;
- Encourage positive social behaviours;
- Reward positive social behaviours.





Learning Behaviour

The guiding principles of our expectations for learning behaviour at Swinemoor Primary School are our School Aims. Positive learning behaviours are taught across the curriculum and all staff are expected to model and encourage positive learning behaviours at all times.

Children will:

- Have learning expectations clearly explained and referred to regularly;
- Have learning expectations consistently applied across the school;
- Have a rich, engaging curriculum designed with them in mind;
- Have access to support in all curriculum areas;
- Have a range of extra-curricular opportunities designed to promote 'Learning Beyond the Classroom';
- Be rewarded in a variety of ways for positive learning behaviours.

Staff will:

- Clearly explain learning expectations and refer to them regularly in each lesson;
- Consistently apply learning expectations across the school;
- Provide a rich, engaging curriculum designed with the children in mind;
- Use support staff appropriately across the curriculum;
- Provide a range of extra-curricular opportunities designed to promote 'Learning Beyond the Classroom';
- Reward positive learning behaviours in a variety of ways.

Classroom Management

The aim is to create the best possible circumstances for high quality teaching, learning and social development. With this in mind, classrooms are managed with clear, age-appropriate expectations and with reasonable adjustments made for all children according to their particular need.

Classrooms and people will be managed in-keeping with the school aims, and the standards will be reflected throughout the school.

Children will:

- Have their safety and wellbeing at the forefront for all staff;
- Enjoy a learning environment free from unnecessary distraction;
- Have routines, rules and expectations clearly explained and referred to regularly;
- Have routines, rules and expectations consistently applied across the school;
- Have staff who model the school aims and expectations;
- Have a well-ordered, engaging classroom, rich with appropriate displays and resources;
- Have a rich, engaging curriculum, designed with them in mind;
- Have a range of opportunities to share their learning;
- Have positive relationships encouraged and nurtured with all other members of the class;
- Learn in a culture of kindness and positivity.



Staff will:



- Put the safety and wellbeing of everyone at the forefront;
- Create and maintain a learning environment free from unnecessary distraction;
- Clearly explain and regularly refer to routines, rules and expectations;
- Consistently apply routines, rules and expectations across the school;
- Model the school aims and expectations;
- Curate a well-ordered, engaging classroom, rich with appropriate displays and resources;
- Design a rich, engaging curriculum, with the children in mind;
- Use a range of opportunities and strategies to allow children to share their learning;
- Encourage and nurture positive relationships between all members of the class;
- Develop, model and maintain a culture of kindness and positivity.

Rewards and Sanctions

All staff will model and promote high standards of both learning and social behaviours. Positive choices will be encouraged and expectations made clear. The 'Golden Rule' will be explicitly referenced, and corresponding behaviours discussed, regularly.

Rewards

There is a prominent reward culture within the school which is delivered in many ways and by different staff members appropriate to the circumstances. In every circumstance, a sense of pride in the achievement for its own sake is promoted alongside the reward. Examples of rewards available include but are not restricted to:


- Verbal praise;
- Positive marking;
- Dojos;
- Merits;
- Sharing successes with the Headteacher;
- Head Teacher's stickers;
- Competition awards across the curriculum;
- Graduate Awards;
- Masters Awards.

Sanctions

Sanctions will be used if a child's behaviour is unsafe or damaging for themselves or others. This includes having a negative impact on the wellbeing or learning of others. Sanctions may be used by different staff members appropriate to the circumstances. Examples of sanctions include but are not restricted to:

- Reminding about appropriate behaviours;
- Explicitly telling a child to stop a behaviour;
- Moving places (in class);
- Removal of privileges;



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- Break or lunchtime detention – including finishing tasks that were not completed during lesson time;
 - Safe removal to another area of school;
 - Contacting parents/guardians;
 - SLT monitoring and reporting;
 - Use of Team Teach to prevent physical harm;
 - Behaviour support from outside agencies.

In extreme circumstances, it may be necessary to remove a child from school through either a fixed term or permanent exclusion, or a managed move. This process will be undertaken as a last resort. Should this circumstance occur, the Headteacher will work closely with professionals from the local authority. This might include the Behaviour Support Team, Educational Psychologists, the Educational Welfare Officer, the Safeguarding team and any others whose expertise may contribute positively to the outcomes for all concerned.

Written and Adopted: May 2022

Related Documents

Many documents, policies and guidelines have been read in the development of this behaviour policy. The following may be of further interest.

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

School Standards and Framework Act 1988

<https://www.legislation.gov.uk/ukpga/1998/31/contents>

Statutory guidance for schools – all guidance

<https://www.gov.uk/government/collections/statutory-guidance-schools>

Swinemoor Primary School Anti-Bullying Policy

<https://swinemoorprimary.org.uk/swinemoor-primary-school-policies/>

