

# Keeping Children Safe: Behaviour Principles Statement



**Normand Croft** Community School

**An International Family of Learners**

**Agreed and Adopted by** Full Governing Board

**Date:** November 2023

**Policy Revisions:**

**Next Review:** November 2024

**Respect for Self, Respect for Others, Respect for Learning and Respect for our School**

Governors' written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour.

1. The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour. Practical application of these principles are the responsibility of the Head Teacher. This statement has been adopted by the Governing Body as a whole, following consultation with the Head Teacher, parents, students and staff.
2. At Normand Croft, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by shared values such as *honesty, respect, co-operation, happiness, responsibility, tolerance, understanding and peace* and they form a foundation upon which our school's 'safe and happy' ethos is built.
3. The purpose of the school's promoting positive attitudes and behaviour policy is:
  - a. to promote high standards of teaching and learning and high standards of achievement; and
  - b. to ensure a safe and happy school at the heart of the local community.
  - c. to support children (and whole school community) to stay safe; be healthy; enjoy & achieve; make a positive contribution; and achieve economic well-being.
4. The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation.
5. It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Head Teacher is expected to use his/her discretion in their use. Sanctions should however be applied fairly, consistently, proportionately and reasonably, taking into account context, mitigating circumstances, special educational needs, disability and the needs of vulnerable children, and offering support as necessary.
6. The purpose of sanctions is:
  - a. to promote positive behaviour that enables all children to learn and make progress;
  - b. to demonstrate that misbehaviour is not acceptable;
  - c. to express the concern of the school community; and
  - d. to deter similar behaviour in the future.
7. The Governors expect children and parents/carers to cooperate to maintain an orderly climate for learning.
8. The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents/carers towards the school's staff will not be tolerated. If a parent does

not conduct himself/herself properly, the school may ban them from the school's premises and, if the parent continues to cause nuisance or disturbance, he or she may be liable to prosecution.

9. The effectiveness of this statement in guiding the Head Teacher is kept under review by the Governing Body, with a formal review and re-adoption every three years. Any substantial changes to the principles will be consulted upon, as described above.
10. The aims that underpin the following Behaviour policy are:
  - a. To maintain a safe and happy school where learning opportunities are maximised and barriers to learning effectively addressed
  - b. To ensure that respect, praise, encouragement, understanding and reward are used effectively to promote achievement and foster supportive relationships for learning
  - c. To improve self-esteem and self-control
  - d. To promote a sense of care, respect and responsibility for ourselves, for others and for the school and environment
  - e. To provide a clear and concise framework of expectations to enable learning and achievement
  - f. To discourage aggressive behaviour in any form
  - g. To increase our sense of belonging in the school community and as part of the local, national and global community
  - h. To be respectful of their own and shared environments and show consideration for others
  - i. To ensure fair treatment with an emphasis placed on reflection and reparation
  - j. To work in partnership with the child, staff, home and external agencies to maximise every pupils chance to develop as a learner