

Meadowfield Primary



The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Board as a whole, following consultation with the Headteacher, parents/carers, staff and pupils.

The Governors at Meadowfield Primary School, believe that high standards of behaviour lie at the heart of a successful school, enabling children to make the best possible progress in all aspects of their school life.

At Meadowfield Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned with the principles of Restorative Justice and in communication to resolve conflict and maintain positive relationships.

We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher 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.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Meadowfield Primary School is an inclusive school. 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
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, and the needs of vulnerable children, and offering support as necessary. In the main this will be done with a restorative conversation to support learning
- 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/carers to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards staff will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school may ban them from the premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Headteacher to include guidance on the use of reasonable force and de-escalation space within the Behaviour Policy and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil

Vision

Today we create,
Tomorrow we achieve,
forever we learn.



Golden rules

- Be an active listener and skilled speaker
 - Always try your best
 - Use restorative practice
 - Use resources properly
 - Always respect each other

Values

Self worth
Resilience
Communication
Ambition