



Springdale First School

Behaviour Principles

September 2017

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012) and should be taken in conjunction with the School's behaviour policy and home-school agreement which are reviewed regularly by the Governing Body.

Springdale First School endeavours to take account considerations of race, religion, belief, gender, ethnicity and disability equality when applying these principles.

The purpose of this statement is to provide guidance for the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils.

Responsibilities

The Governing Body has the responsibility for setting down these guidelines on standards of behaviour and discipline and reviewing their effectiveness.

A named governor will review the record of serious incidents of poor behaviour or concerns raised by parents on a termly basis. This will be discussed with the Headteacher. This log will be kept in the Headteacher's office.

The Headteacher is responsible for implementing the school policy for behaviour and discipline on a day-to day basis.

All staff are required to adhere to the school's policy for behaviour and to implement agreed rewards and sanctions in a consistent way. Where there are serious concerns or potential bullying incidents these must be referred to the Head or Deputy Head.

Parents are encouraged to support the school's expectations of behaviour and our ethos as indicated in the Home School Agreement.

Behaviour Policy

The school's Behaviour and Anti-Bullying Policies are reviewed regularly and are published on the school website.

Golden Rules (devised with children) underpin behaviour management in school. Expectations of behaviour and how adults promote have been devised and agreed by staff.

A school wide system of rewards and sanctions based on Sun / Cloud / Rainbow is used to ensure fairness and consistency.

The school has adopted the HAMWIC Trust policy on exclusion.

Behaviour principles

The Governors of Springdale First School believe that high standards of behaviour and positive attitudes to learning lie at the heart of a successful school and that this is achieved through positive behaviour management which is consistent and fair.

- Springdale First School is an inclusive school. All members of the school community should feel free from discrimination of any sort. Governors and staff are aware of the school's legal duties under the Equalities Act 2010 regarding safeguarding children with SEND or who may otherwise be vulnerable. Any incidents of discrimination will be recorded, dealt with and reported in line with the Equality Policy and Anti-Bullying Policy.
- All children have the right to feel safe in school at all times. There should be mutual respect between staff and pupils and between each other. As role models, adults will:
 - Greet the children warmly and politely
 - Ensure that all conversations (adult to adult or adult to child) are respectful
 - Show consideration for others in all aspects of school life
 - Maintain the tidiness and organisation of the physical environment of the school
 - Listen respectfully so children's views are heard
 - Include children as equal partners in the life and ethos of the school.
- Children require clearly communicated expectations and boundaries that are consistently applied across the school by all adults. Behaviour management systems are clearly set out in the Behaviour Policy and agreed Expectations of Behaviour document. The governors expect these to be applied consistently and fairly.
- There are times in the school day, e.g. break times, when accidents or incidents of poor behaviour are more likely to occur. At these times, it is the expectation that all staff will use their initiative and will carry out duties responsibly in order to ensure the children's safety and well-being.
- Children are expected to respect the authority of all adults in school equally.
- The needs of individual children will be taken into account. In some cases this will necessitate the drawing up of an Individual Behaviour Plan in conjunction with the parents and other professionals working with the child. Before using specific strategies for behaviour management and discipline adults must consider;
 - The intended short and long term outcome of the chosen strategy
 - The possible short and long term impact of the chosen strategy
 - Whether the chosen strategy is suitable for short or long term effect.
- A range of rewards will be used to promote good behaviour and positive attitudes to learning.
- Sanctions for unacceptable behaviour should be known by all staff, parents and children. Parents should be informed and involved where there are significant or repeated concerns about a child's behaviour.
- Behaviour in all contexts, both within and out of school, will be dealt with using a positive approach in order to maintain personal dignity and promote integrity, honesty and trust.