

Statement of Behaviour Principles:

This statement was written and approved by the Governing Body

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, January 2016).
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff
4. The Behaviour Policy is publicised to staff and families on the school website.

Principles

1. The Governors of Sharps Copse Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables
 - (a) all the pupils to make the best possible progress in all aspects of their school life and work and
 - (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. At Sharps Copse Primary School, we value everyone as capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency.
3. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between all stakeholders; staff, pupils, parents, carers and visitors. Everyone has a right to be listened to, be valued, to feel and be safe and protected from disruption or abuse.
4. Sharps Copse Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010).
5. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
6. The school's expectations are clearly stated in the Behaviour Policy. This should set out expected standards of behaviour with measures to encourage good behaviour and mutual respect. It should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
7. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied.