



## Behaviour Principles

The Governors at William Austin Infant School strongly believe that high standards of behaviour are at the pinnacle of a successful school and enable children to make the best possible progress and achievements in all aspects of their school life. All staff promote positive behaviour management which is the key to success.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Headteacher will implement the Behaviour Policy with reference to the DfE guidance documents.

### Behaviour Principles:

- William Austin Infant Schools behaviour policy, procedures, schools golden rules and school values are understood by all pupils and staff
- William Austin Infant School is an inclusive school and all pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010
- All children, staff and visitors have the right to feel safe, valued, listened to and respected, and learn free from the disruption of others
- The school is a calm, orderly, courteous and purposeful learning environment for all pupils
- All pupils have the right to learn in a safe, secure and positive learning atmosphere
- Staff are exemplary role models to pupils at all times and insist on high expectations of behaviour and promote positive attitudes towards learning
- Rewards, sanctions, consequences and reasonable force are known, understood and used consistently by staff, in line with the behaviour policy
- A wide range of rewards are consistently and fairly used to promote excellent behaviour around the school
- Pupils are always encouraged to take responsibility for their own actions and to make the right choices
- Pupils are given opportunities for reflection time to think about their own actions and choices they make
- Pupils are supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation strategies
- A whole school fair and consistent approach for dealing with unacceptable behaviour
- Sanctions should be applied fairly, consistently, proportionally and reasonably, considering SEND, disability, equality and the needs of vulnerable children, offering support as necessary
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of the Senior Leadership Team
- It is recognised that the use of rewards and sanctions must have regards to the individual situation and the individual pupil and staff member is expected to use discretion in their use.
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspension and exclusions
- We expect pupils and parents to cooperate to maintain an orderly climate for learning
- We work with families to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour or abuse will not be tolerated. If a parent does not conduct themselves in an appropriate way and orderly way, the school may ban them from the school premises and, if they continue to cause disturbance, he or she may be liable to prosecution.

The governors expect the Headteacher to include DfE guidance and clarification for staff on their powers to search (for banned items), to use reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying 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