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| Policy Name | Principles of Behaviour |
| Frequency of Review | 2 years |
| Reviewed on: | January 2021 |
| Reviewed by: | Full Governing Body |
| Next review (date) | January 2023 |

General Principles of Behaviour

It is a statutory requirement that governing bodies of maintained schools 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 and discipline amongst pupils. This document is that written Statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (2012). It is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's Behaviour Policy, though she should take account of these principles when formulating it.

Principles

The Governors of Morley Memorial Primary School believe that:

- High standards of behaviour lie at the heart of a successful school
- All children and staff have the right to feel safe at all times in school
- All children have the right to learn without disruptive behaviour impacting on their progress
- Pupils' should have a positive attitude to their education and be committed to their learning. They should know how to study effectively and do so, be resilient to setbacks and take pride in their achievements. Children should be supported in developing effective learning dispositions: curiosity, courage, collaboration, motivation, reflection and resilience
- There should be mutual respect between all members of our school community and everyone should be safe from the effects of unacceptable behaviour
- We are an inclusive school serving a community with a diverse range of needs, including social emotional and mental health difficulties, and we value and support all members of our community

Policy

The Governing Body believes that the school's Behaviour Policy should:

- Clearly state the school's rules and expectations, which should be consistently applied and regularly monitored for their effectiveness
- Set out the wide range of rewards the school uses to encourage positive behaviour in the classroom and elsewhere
- Have appropriate preventative strategies and, if required, sanctions for low level behavioural disruption in the classroom that prevents others from learning
- Clarify the sanctions the school uses in the event of unacceptable behaviour and set out when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour, or are otherwise of concern to themselves or others

The Governing Body expects exclusions - particularly those that are permanent – to be used only as a very last resort.

These principles were agreed by the Full Governing Body on 4th January 2021 and will be reviewed again in two years' time.