



## Sheen Mount Primary School

### Governors Written Statement of Behaviour Principles

The Education and Inspections Act 2006<sup>1</sup> and DFE guidance<sup>2,3</sup> requires the Governors to publish and regularly review, a written statement of behaviour principles to guide the leadership team in determining measures to promote good behaviour. The statement reflects the shared aims and values of governors, staff, and parents of children in the school.

We as Governors recognise that the large majority of children at Sheen Mount school show positive behaviour, follow our Golden Rules and Living Values, and come to school ready and willing to learn. We believe this should be recognised and celebrated and that we support all children to develop high standards of behaviour, ensuring a learning environment in which all children can flourish.

This statement should be read alongside the aims and values of the school. This is a statement of principles, not practice. The leadership team is responsible for the practical application and development of the behaviour policy.

#### Behaviour Principles:

1. All children and adults at Sheen Mount have the right to feel valued, safe, and able to learn free from the disruption of others. We will seek to give every child a sense of personal responsibility for his/her own actions. This is demonstrated by our commitment to ensure pupils are actively involved in developing our school behaviour, anti-bullying and wellbeing policies and practices.
2. Sheen Mount is an inclusive school and we actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.
3. The school has expectations for high standards of behaviour throughout all areas of the school. At Sheen Mount, we take a whole school approach to behaviour as we view good behaviour as a 'whole school ambition'. The behaviour policy should reflect this, ensuring that the whole school community is clear on behaviour expectations and that there are measures in place to encourage good behaviour, self-discipline and respect, and prevent bullying. It is expected that all adults: staff, volunteers and parents, will set excellent examples to the children at all times.
4. It is the policy of Sheen Mount to try to deal with all behavioural issues in an active and positive way. Behaviour measures include a range of initiatives to support children's behaviour, emotional regulation, and social skills (i.e. Zones of Regulation, Bounce-Back). We recognise that children's behaviour and learning are closely linked to their social and emotional wellbeing.
5. The behaviour policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on preventive practices, encouraging positive behaviour through high expectations, a focus on learning, and appropriate praise and rewards, that maximise opportunities to recognise and celebrate positive behaviour around the school.
6. When children do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.

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<sup>1</sup> Education and Inspections Act 2006, s88.

<sup>2</sup> Behaviour and Discipline in Schools: Guide for Governing Bodies' (DFE, July 2013)

<sup>3</sup> Governance Handbook: for academies, multi-academy trusts and maintained schools (DFE March 2019)

7. On occasions, sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils. They should be applied fairly and consistently, taking into account the individual situation and the individual student.
8. For those children with special educational needs, physical or mental health needs, vulnerable children, or any other children displaying difficulties around behaviour, the school will seek to ensure that such pupils receive behavioural support according to their need. Where necessary the school will seek multi-agency assessment and support.
9. Sheen Mount is a caring and supportive school. We expect all members of the school community to treat each other with kindness and respect. This ethos of kindness is integral to everything we do and say at Sheen Mount.
10. Unkind behaviour and bullying are not accepted at Sheen Mount. This is clearly communicated to staff, pupils and parents and we take a whole school approach to preventing and tackling bullying. Preventive practices include a focus on building positive relationships throughout our whole school community, fostering kindness, empathy, understanding, respect and acceptance of others through teaching and other initiatives that raise awareness
11. There is a clear process for addressing and recording allegations of bullying. Staff will respond quickly, consistently and effectively, using restorative practice approaches that help children to resolve issues and enable those engaging in unkind behaviour or bullying to learn the impact of their behaviour and take steps to put it right. Measures will be monitored for their proper use, consistency and impact.
12. Where there are significant or ongoing behaviour issues, or concerns around bullying, we will always work with parents/carers to understand their children and their circumstances and believe that this relationship is an important part of building a strong learning community.
13. The behaviour policy will outline the extent to which staff may discipline children for behaviour that takes place beyond the school gates and outside school hours. Given our duty of care to the pupils, this written statement and relevant policies (e.g. behaviour and exclusions policies) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).
14. The exclusions policy explains that exclusions will only be used as a last resort. It outlines the processes involved in permanent and fixed-term exclusions and details the appeals process.
15. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents will not be tolerated. If a parent does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
16. The Governors expect the Head teacher to include guidance on the use of reasonable force<sup>4</sup>, within the Behaviour Policy. The policy on the use of reasonable force should acknowledge the school's legal duty to make reasonable adjustments for children with disabilities and/or special educational needs. The behaviour policy will also clearly state the school's power to screen and search pupils, and the circumstances in which screening and searching may take place. The school rules identify all banned items which may be searched for.
17. The behaviour policy and procedures include details of how the school would respond to an allegation of misconduct against a member of staff and the pastoral support that the staff member would receive. The Governors would not expect automatic suspension of the member of staff, pending an investigation of misconduct but would expect the Headteacher to follow governmental guidance<sup>5</sup>.

**This written statement of behaviour principles is reviewed by the Pastoral Committee and approved by the Full Governing Board committee every year – next review due June 2021.**

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<sup>4</sup> Use of reasonable force Advice for headteachers, staff and governing bodies (DFE 2013)

<sup>5</sup> Dealing with Allegations of Abuse against teachers and other staff: guidance for local authorities, head teachers, school staff, governing bodies and proprietors (DFE 2011)