

**Federation**  
**Written Statement of Behaviour Principles**



## Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the governors to make and frequently review, a written statement of general behaviour principles to guide the school leadership in determining measures to promote good behaviour.

### **This is a statement of principles, not practice.**

The governors of Cavendish and Knowleswood primary schools believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life. Across both schools, we wish to create a caring community where everyone as an individual, our relationships are underpinned by the principles of restorative practice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the two school's leadership teams in drawing up their Behaviour Policies by stating the principles that the governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

### **Principles:**

- All children, staff and visitors have the right to feel safe at all times at the two schools.
- Both schools are inclusive schools. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.
- Staff and volunteers set an excellent example modelling to pupils at all times.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Pupils are helped to take responsibility for their actions.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual student and the leadership of the school is expected to use discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary. This support may involve a multi-agency response.
- The school leadership and school staff should take action to safeguard pupils, which may include the searching of pupils for banned or dangerous items. This may be done with/without consent depending on the nature of concern.
- The governors comply with the DfE guidance giving the school leadership the right to discipline pupils for misbehaving outside of the school premises "to such an extent as reasonable."
- Staff accused of misconduct will be offered pastoral care.
- The governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.