

## Seven Mills Primary School Statement of Behaviour Principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. These are the principles that determine the measures taken by the school to promote good behaviour and discipline amongst pupils.

The most recent edition of the government document *Behaviour and Discipline in Schools – Guidance for Governing Bodies* is also used as a reference in guiding behaviour management in school.

The **guiding principles** of our Behaviour Policy are set out in section I of the policy: *What we believe*.

We believe that . . .

- all children have individual strengths and talents, and it is our job to help them develop these talents;
- although we are not all alike, we all have an equal right to be treated fairly;
- we can learn from our differences – diversity enriches us and makes us stronger.

We also believe that . . .

- children learn best when they are safe and happy;
- children learn best when they are given engaging and stimulating things to do;
- children learn best when adults observe them closely and listen carefully to what they say – that way adults know what each individual child needs to learn next.

The policy then goes on to explain in detail:

- 1) How we expect children to behave: the Golden Rules;
- 2) How we manage and modify pupil behaviour using Positive Reinforcement;
- 3) How parents can help us to have high standards of behaviour;
- 4) What sanctions are used to modify pupil behaviour;
- 5) How we monitor pupil behaviour.

Other **Key Principles** behind our Behaviour Policy are:

- We are a positive school – we always concentrate on what people **can** do, not what they **can't**.
- We promote the safety and wellbeing of children at all times and as a matter of the utmost priority. The school's *Safeguarding Policy* details the responsibilities of school staff with regards to the safety and wellbeing of pupils.
- We are an inclusive school. All pupils are valued equally, regardless of their achievement, background or other differences. We strive to meet children's

individual needs – learning, emotional or behavioural. The school's *SEN Learning Support Policy* gives detail on how the school does so.

- We are committed to promoting respect, fairness and social inclusion. Along with other schools in the Isle of Dogs Cluster we are a longstanding signatory to the *Island Charter for Living and Learning Together*.
- We believe that adults in school should model positive behaviour to children at all times – adults live out the school's ethos through their day-to-day behaviour. (The school's *Code of Conduct for Staff* details our expectations.)
- We do not tolerate bullying of any kind. The school's *Anti-Bullying Policy* details what bullying is, how we respond to it if it occurs, and how we are pro-active in striving to prevent it occurring in the first place.

This statement was agreed by the Curriculum Committee of Governors

Signed \_\_\_\_\_(Chair)

Signed \_\_\_\_\_(Headteacher)

Date \_\_\_\_\_