
Governors' Written Statement Of Behaviour Principles

Kingsbury Green Primary School

2014-15

Safeguarding statement:

At Kingsbury Green Primary school, safeguarding and promoting the welfare of children is integral to effective management in our school. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment. This school is committed to safeguarding children and promoting their welfare and expects all staff, volunteers and anyone invited to deliver services at our school to share this commitment. We recognise our responsibility to safeguard all who access school and promote the welfare of our pupils by protecting them from physical, sexual and emotional abuse bullying and neglect.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service (DBS) checks where appropriate along with other relevant employment checks.

Governors' Committee Responsible:		Finance, Premises and Resources Committee
Head teacher	Review Period	3 years
Governors' policy	Next review	Spring 2017

Governor's written statement of Behaviour Principles

Under the education act of 2006 the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy (at KGPS this is called the Motivation and Behaviour policy) aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

The statement is available upon request from the school and can be found on the schools webs site. It is also held in the school office.

The statement will be reviewed on a 3 year basis, unless at national or local level a change necessitates an exceptional review.

Mission Statement

Our message and mission is simple: **Pride + effort = success**. This belief underpins teaching, learning, behaviour and safety, leadership and management and will help us achieve our goals.

In aspiring for excellence we have adopted the Olympic and Paralympic values

- Friendship; Respect; Excellence; Determination; Inspiration; Equality; Courage

Through these values we will:

- Provide memorable and engaging enquiry based learning which children call "fun"
- ensure children read by age 6
- Raise aspirations for all children and families
- Raise attainment and accelerate progress for all pupils especially those who are vulnerable in some way
- Ensure there is excellence in all teaching and systematically support where weaknesses occur
- Ensure leadership is shared, accountability is clear and professional development is relevant
- Ensure the conditions for learning throughout all parts of the school are excellent and all children's achievements are celebrated
- Become expert in key areas of our provision so we may share our learning outside our school
- Work together with our parents and wider community (local, national , global) to achieve our vision

On a day to day basis these principles are referred to as our BASICS principles

Our BASICS charter and "Golden Expectations" constitute our school wide behaviour principles and will ensure ensuring children and staff are safe, bullying is prevented, children are self-disciplined, respected and respectful. Children are inspired to behave and learn well and understand the consequences if these principles are not applied or "lived":

What are the B.A.S.I.C.S.?

- **Belonging:** Learners and all adults ensure they enable all to feel part of the shared experience. Everyone is included irrespective of ability, background, race, religion or sexual orientation
- **Aspirations:** Learners want to know they can improve their worth. Staff ensure they motivate children by instilling a growth mindset in pupils.
- **Safety:** All staff and pupils have the right to feel safe and free from intimidation and humiliation so they can take risks and tackle challenges. The school is a **NO PUT DOWN ZONE**.

- **Identity:** Learners and staff know they are recognised, that we value their individuality, their heritage and their unique traits.
- **Challenge:** We know all meaningful learning involves risk and will expect children to embrace and relish challenge, extending their “comfort zone.”
- **Success:** Experiencing success regularly gives the pupil the sense that he/she can achieve we “catch” them improving. Staff will routinely seek out ways to do this informally and formally through school systems.

The BASICS charter:

In each class – every child and adult will contribute to the charter (see below) so that the school continues to thrive. All assessment of effort, progress or misbehaviour is made against this code. This will be designed at the beginning of the year and signed by all children – including those who join through the year and displayed in each class;

BASICS around the building: our “Golden Expectations”

The basics charter will extend to movement and relationships around the building and in the playground – our “Golden expectations”

- We are honest immediately
- We are gentle
- We are kind and helpful
- We play with others
- We care for the playground, equipment and environment
- We listen and are respectful

Behaviour and Motivation

We, the governing body of Kingsbury Green primary school believe all members of our school community should be able to learn and achieve their full potential in a safe secure and orderly environment.

We value the strong relationships that exist throughout the school, which leads to mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality of value whether of gender, race, age, sexuality, religion, or disability. The motivation and 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 success. We seek to eliminate all forms of discrimination, harassment and bullying.

The school will seek to apply the policy with fairness and consistency taking into account individual needs including those of disabled pupils or those with emotional or mental health issues. The school will focus on high expectations of self-management and on learning.

The school will take right and proper regard for disadvantaged pupils including those looked after, knowing that these pupils may experience particular challenges with behaviour and wellbeing. We will make sure these pupils receive behavioural support according to their need. However when making decision the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the importance of the safety of the pupil body, the Governing body supports the right of the school to permanently exclude for a single offence where it is considered that allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming or further harming themselves or others.

Home/School Agreement:

The Home/School Agreement will mirror the statements made in the School Motivation and Behaviour Policy so that parents/carers are encouraged and helped to support their children’s education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children’s behaviour will be outlined in the Home School Agreement which children, parents/carers and teachers will be asked to sign when a pupil joins the school.

Expected behaviour of parents and visitors to the school:

We welcome all visitors to our school. We will act to ensure it remains a safe place for pupils, staff and all other members of our community. If a parent/ carer has concerns we will always listen to them and seek to address them.

However, abusive, threatening or violent behaviour will not be tolerated. If such behaviour occurs we will ask for that person to be removed or to remove themselves. Prosecution is an option the school may follow.

In addition – no meeting at the school may be electronically recorded without the express permission of all parties and that the information obtained without permission will not be admissible in any proceedings.

Rewards:

The Governors expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system - "Stay on Green" - will encourage good behaviour in the classroom and elsewhere in the school. The rewards system will be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions will be consistently applied across the whole school, including extended school provision and, where applicable, home to school transport. The range of sanctions will be described in the Whole School Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Whole School Behaviour Policy should also explain how and when exclusions (both fixed-term and permanent) will be used as a sanction

References:

References Behaviour and discipline in schools: a guide for head teachers and school staff. DfE 2012

Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools, DfE, 2012

Ensuring good behaviour in schools: a summary for head teachers, governing bodies, teachers, parents and pupils. DfE 2012

Exclusion from maintained schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion, DfE 2012