



Talavera Junior School

Behaviour Principles Statement

Latest Review: January 2024

Next Review Planned: January 2025

Signed: (Policy Owner)

Print Name: Laura Harman-Box

Review Date: January 2025

Signed: _____
(Governor Approval)

Print Name: _____ Marie McClure _____

Approval Date:

Talavera Junior School
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 Head teacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

This statement has been adopted by the *Governing Body* as a whole, following consultation with the Head teacher, parents, staff and pupils.

The *Governors* at Talavera Junior School 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.

At Talavera Junior School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, 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 Head teacher in drawing up the Behaviour Policy 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 school
- Talavera Junior School is an inclusive school. 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
- The school rules should be clearly set out in the Behaviour Policy. *Governors* expect these rules to be consistently applied by all staff
- The school should display, emphasise and reward the core values that underpin behaviour
- *Governors* would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- The school's use of *Going for Gold* focuses attention on the positive elements of children's behaviour and allows all children to be successful in relation to their own development stage.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions 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
- The *Governors* strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The *Governors* expect pupils and parents to cooperate to maintain an orderly climate for learning
- 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

- The *Governors* expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.