



## **The Giles Nursery and Infants' School Written Statement of Behaviour Principles**

The Education and Inspections Act 2006 and DfE guidance document for Governing Bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

### **Introduction**

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at The Giles Nursery and Infants' School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. We believe that appropriate behaviour and good order is a necessary prerequisite to effective teaching and learning.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed.

### **Principles**

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- The Giles Nursery and Infants' School is an inclusive school. Bullying or harassment of any description is unacceptable. 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 Anti-Bullying policies, reflecting the duties of the Equality Act 2010.
- Every child has the right to learn, and everyone has a right to be listened to, to be valued, to feel and be safe.
- The fundamental approach to behaviour is a positive one, based on Therapeutic Thinking approaches.
- It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.

- 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.
- Where a consequence is necessary for inappropriate, difficult or dangerous behaviour, the consequence used should be transparent, logical and bear a relation to the unwanted behaviour. As a result, they should help the child develop positive coping strategies / behaviour. Protective consequences, whereby a freedom is removed to reduce the risk of harm, should be logical and based on evidence or perceived danger.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and child and the Headteacher is expected to use discretion in their use. Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disabilities and the needs of vulnerable children. Support and assessment from external agencies should be sought for pupils who display continued disruptive behaviour.
- 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.
- The Governors expect the Headteacher to include some detail on the power and situations to use restrictive physical intervention in the Behaviour Policy. The Governing Body expect staff to be trained in the use of restrictive physical intervention as the need demands at any particular time.

#### **The Giles Nursery and Infants' School Rules**

We are gentle and kind to everyone in our school.

We always try our best.

We always listen to all adults and follow instructions straight away.

We always look after:

- our property,
- other children's property,
- property belonging to adults and the school.

We always try hard to be honest at all times.

This statement will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

**Date of review:** May 2025

**Date of next review:** May 2028