



Kenmore Park Infant & Nursery School



Kenmore Park Infants and Nursery School



Written Statement of Behaviour Principles

Ratified by Governing Body:

Date: 12th October 2016

To be reviewed annually.

The Education and Inspectors Act 2006 and DfE Guidance (Behaviour in Schools, 2012) required the Governors to make and frequently review, a written state of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.



Written Statement of Behaviour Principles at **Kenmore Park Infant & Nursery School**

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, staff and pupils.

The Governors at Kenmore Park Infant and Nursery School believe that high standards of behaviour lie at the heart of successful school that enable children to make the best possible progress in all aspects of their school life.

At Kenmore Park Infant and Nursery School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned 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 Headteacher in drawing up the Behaviour Policy by stating that 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 school.
- ❖ The 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 and displayed around the 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 the school.
- ❖ 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 Headteacher is expected to use her discretion in their use, 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 power to use reasonable force or make other physical contact in situation in which reasonable force may be used should be stated. A definition of reasonable



- ❖ force should be included which would explain how and when children may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.
- ❖ 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 him/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 must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and children know that sanctions can be applied in these circumstances.
- ❖ The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.