



Nene Valley Primary School

Statement of Behaviour Principles

Introduction

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012).
2. The purpose of the Statement is to provide guidance for the school in developing the Behaviour Policy so that it reflects the shared aspirations of the school community for the students in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following these principles.
3. This is a statement of principles, not practice: it is the responsibility of the school to draw up the Behaviour Policy, though school must take account of these principles when formulating the policy. The school is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff
4. This Statement of Principles and the Behaviour Policy must be publicised, in writing, on the school website.

Principles

5. The Governors of Nene Valley Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its students to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
6. All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and the community, staff and students and between students. All staff and visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
7. Nene Valley Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school must make clear and comprehensive reference to Anti-bullying procedures that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
8. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy and made known to all staff.
9. Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.
10. The School Values should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed appropriately and shared with and explained to all students. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.



11. Governors would like to see an appropriate range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

12. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. Sanctions should be monitored for their proper use and effective impact.

14. The Governors expect the school to include reference to the following within its policies and procedures:

a. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive students from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when students may be restrained. Governors would expect all appropriate staff to be trained in the use of reasonable force and restraint.

b. The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and students know that sanctions can be applied in these circumstances.

Signed:

Mr Richard Isley
Chair of Governors

Date: Autumn 2021

Signed

Mr Nick File
Headteacher

Review Date: Autumn 2024