



FOWLMEERE PRIMARY SCHOOL

GOVERNOR'S STATEMENT OF BEHAVIOUR PRINCIPALS

The Education and Inspections Act 2006 and DfE document Behaviour and discipline in schools: guide for governing bodies (September 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.

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Fowlmere Primary School Behaviour Policies (Positive Behaviour and Anti-Bullying) so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Policies at Fowlmere Primary School, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff (January 2016).

Our Behaviour Principles reflect our school values of care, ambition, confidence, teamwork and confidence.

We subscribe to the Cambridgeshire STEPS approach to positive behaviour:

Behaviour is everything a person says or does. There is a wide spectrum of behaviour going from pro-social to extreme anti-social behaviour. Our aim is to increase the pro-social behaviour, the behaviour that is positive, helpful and values social acceptance. Behaviour which is characterised by a concern for the rights, feelings and welfare of other people and benefits others or society. In order to do this, we must ensure that:

All adults in school are responsible for promoting pro-social behaviour, we will aim to continuously promote pro-social feelings with our children.

Pro-social behaviours that are valued in school include:

- Attentiveness
- A sense of right and wrong
- Self-respect
- Respect for the environment
- Working co-operatively and including others

- Honesty and trust
- Fairness
- Self-discipline
- Politeness and good manners
- A positive attitude to life and learning
- Care for their property and that of others
- Commitment
- Respect for other people, their views, their culture and their work

In order to promote and encourage these behaviours, all adults will:

- spend time every day building positive relationships with all children and each other
- send consistent and clear, unambiguous messages about behaviour
- developing a learning environment, and classroom systems and procedures, which actively support pro-social behaviour
- catching children behaving well (“doing the right thing”) and acknowledging it with them
- take into account the individual needs of children
- give reward, feedback and recognition
- Be consistent with their approach
- Model pro-social behaviours
- Use scripts and routines where appropriate
- Ensure positive consequences are given for pro-social behaviour (for example, you can leave the class and go out without an adult as I know I can trust you’