

Federation of Fairfield and Colneis

Behaviour Principles Policy

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Review date:	Autumn 2023
Review undertaken by:	Whole Governing Body

The Federation of Fairfield Infant and Colneis Junior Schools, Governors written statement of behaviour principles.

1. Safeguarding Statement

1.1. At the Federation of Fairfield Infant and Colneis Junior Schools, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a stimulating, purposeful and secure atmosphere.

1.2. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at our Federation. We recognise our responsibility to safeguard all those who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

2. Governors' Written Statement of Behaviour Principles

2.1. Under the Education and Inspections Act, 2006, the Governing Body is charged with the duty to set the framework of the schools' policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

2.2. The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles which governors would expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees, promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available on the school's website.

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

This statement is informed by our mission and value statements.

3. Creating a culture with strong values:

Informed by research into values-led education, we will foster our key values and create a culture in which acceptance, compassion, trust, honesty, gratitude, courage, respect and forgiveness are explicitly and implicitly taught within a democratic community in which every voice is valued and everyone empowered to be the best that he or she can be.

Our school ethos values the importance of collaboration and inclusiveness. All children, staff and families will be encouraged to contribute ideas about how the school community can enable learning to be irresistible.

Listening to children and encouraging dialogue and debate will be central to our whole school approach. We aim to develop a range of approaches to enable pupil voice to be heard, such as through the school council, eco council and regular use of assembly times. This also should include Senior Leaders and Governors.

4 Behaviour Principles:

4.1 We, the Governing body of The Federation of Fairfield Infant and Colneis Junior Schools, believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

4.2 The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning, appropriate praise and celebration of outcomes. It is recognised however, that on occasions sanctions are necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. When children do not meet our expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. There will be times when children do not fulfil our expectations. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

4.3 Some children, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

4.4 The school will always be responsive to the needs of individual children and will make its expectations of behaviour clear to staff and children. However, given the importance of the safety of children, the Governing Body support the schools' authority to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.

4.5 We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Fairfield or Colneis off site.