

Behaviour Principles at Hamer School

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at Hamer Primary School.

Hamer is a primary school with pupils for age 3 to 11 (Nursery to Year 6). Here at Hamer we have very high expectations of behaviour and achievement and the aim of our school is to promote successful learning within a caring and warm atmosphere where there is mutual respect and all stakeholders feel safe and valued. We endeavour to create an environment where positive behaviours and relationships are more likely to flourish by proactively supporting pupils to behave and interact appropriately.

In line with our **‘vision and values’** statement we feel that we promote caring and responsible behaviour and relationships within an enabling learning community.

The school Behaviour Policy has been written with the following requirements in mind:

- 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.
- Hamer Primary 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 Equality policies, reflecting the duties of the Equality Act 2010.
- The governors believe children should be at the heart of the development of school rules and these should be reviewed with the involvement of various stakeholders.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and Governors expect these rules to be consistently applied by all staff.

- Governors would like to see rewards being consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- 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 discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents/carers to cooperate to maintain an orderly climate for learning.
- 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/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.
- The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school.