



Clapham Manor  
Primary School &  
Children's Centre

*Growing Brighter Futures*

# Behaviour Principles Written Statement

<b>Date Reviewed</b>	January 2018	<b>Review Date</b>	January 2020
<b>Signature of Chair of Governors:</b>	Name: Nigel Haselden		
<b>Signature of Headteacher</b>	Renuka Chinnadurai		
This Policy will be approved by the Full Governing body on the __/__/__			

**All our policies are written to reflect, support and develop the Clapham Manor Core purpose statement.**

**Clapham Manor Core Purpose Statement**

We aim to provide the highest standards of education, in an inclusive environment, through effective learning and teaching for all, with a broad, balanced and personalised, relevant curriculum that includes all statutory requirements. We value equity and inclusion and believe that in supporting all learners to become confident individuals able to live safe, healthy and fulfilling lives they will become lifelong learners and responsible citizens who make a positive contribution to society that deals effectively with economic, social and cultural change.

We will:

- ensure that our school reflects and **celebrates** the **diversity** of the community and that everyone develops **respect** for all
- recognise learners' similarities and differences and provide **creative** learning opportunities that are tailored to ensure all learners reach their **full potential**
- encourage and develop **independent thinking**, **risk-taking** and **problem-solving skills**, develop learners **confidence** and **positive self-identity** and ensure that everybody shows **kindness** and **understanding** towards others
- ensure the efficient use of resources: human, physical and financial, in order to provide best value. We will also provide a **safe**, **caring**, **happy** and **stimulating** atmosphere within an aesthetically pleasing sustainable environment
- provide **inspirational leadership** and efficient management, with effective communication at all levels. We will **empower our children** to gain these skills for themselves
- continue to **encourage team work** amongst all the staff and stakeholders, promoting **respect**, **openness** and **honesty**, where **everyone has a voice**
- maintain a committed educational **partnership** between children, staff, parents/carers and Governors. We will also further establish links with other educational providers and the wider community, including our collaboration of partner school
- confident lifelong-learners positive celebrates diversity respect creative full-potential independent-thinking risk-taking problem-solving-skills confidence positive-self-identity kindness understanding safe caring happy stimulating inspirational-leadership empower-our-children encourage-team-work respect openness honesty everyone-has-a-voice partnership

## **1. Safeguarding Statement**

1.1. At Clapham Manor Primary School and Children's Centre, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils, so that they can learn in stimulating, purposeful and safe surroundings.

1.2. We believe every pupil should be able to participate in all school activities and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at CMPS. 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 school's 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 and discipline 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, learning and high standards of attainment, and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's web site. It is also held in the school office.

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. Behaviour Principles:**

3.1 We, the Governing Body of CMPS, 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 opportunity regardless 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.

3.2 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 expectations clear. When children do not meet expectations, either through consistent low-level disruption or more severe incidences, staff will always try to teach the child what is expected, in a respectful way. There will be times when children do not fulfil our expectations. At these points, staff will enable the child to reflect on, and learn from, their behaviour and to make

reparation wherever possible. Where exclusion is applied, governors would expect this, as a general rule, to be as a last resort, after appropriate support has been given, other than in exceptional circumstances.

3.3 Some children, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular challenges 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 a pupil's behaviour places other pupils and their learning at risk, the safety of the pupil body as a whole is paramount.

3.4 The school will always be responsive to the needs of 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 school's 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 and/or other members of the school community. 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.

3.5 The Governing Body 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, 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 CMPS off-site.

#### **References**

Behaviour and Discipline in schools: A Guide for Headteachers and School Staff. DfE 2016  
Dealing with Allegations of Abuse Against Teachers and Other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools, DfE, 2016  
Behaviour and Discipline in Schools: Advice for Headteachers, and School Staff. DfE 2017  
Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: DfE 2017