



# SUMMERHILL INFANT SCHOOL



*Inspiring, nurturing and supporting each child, every day to develop citizens for the future. Our School lays the foundation for a lifetime love of learning*

## BEHAVIOUR PRINCIPLES STATEMENT

### Document Summary

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<b>On School Website?</b>	Yes

### Amendment History

Version	Amendment Date	Pg Num	Amendment Summary

### Introduction

[Why we have behaviour principles.](#)

Section 88 of the Education and Inspections Act 2006 requires Governing Bodies to have a written statement of behaviour.

This means the Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. This is a statement of principles, not practice. This means this should be a clear written statement of the principles around which the School Behaviour Policy and procedures will be formed and followed.

It is the responsibility of the Head teacher to then use these for practical application. In Summerhill Infants this also guides the Behaviour Policy ([here](#)) and our code of behaviour (shared with all parents and carers, which can be found online [here](#)).

[Summerhill Infant School strives to set high standards, based on our values.](#)

The Governors at Summerhill Infant School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. We are driven by our vision, which strives to support and nurture every child to develop citizens for the future, and our values which underpin the behaviour we seek to inspire in our children.



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At Summerhill Infant School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

These behaviour principles help to set the standard by which our vision, values and positive relationships can underpin our success.

## Developing shared behaviour principles.

In deciding on these Behaviour Principles, the Governors have consulted with parents/carers, school staff and the Head teacher to ensure that the Principles are both relevant and appropriate for the school.

In terms of staff and other adults, any person whose work brings them into contact with children, including volunteers, must follow the principles and guidance outlined in the school Code of Conduct for Staff and Other adults.

In agreeing on our school's behaviour principles, we are collectively establishing:

- clear rules and routines for behaviour in classrooms, helping to manage classes effectively;
- agreement on working together to promote good and courteous behaviour both in classrooms and around the school;
- establishing high expectations of behaviour, and a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

## Summerhill Infant School Behaviour Principles

- Every child has the right to learn, and no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- We seek to give every child a sense of personal responsibility for their own actions.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- The Governors expect the responsibilities of children, parents/carers and school regarding behaviour to be agreed to through the Code of Good Behaviour which parents/carers receive on their child's admission to school.
- 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.
- Summerhill Infant 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 school's Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.



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- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with Staff and Parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, 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. Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- 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 believe through lessons on the key areas of mental health and well-being, pupils will develop resilience which will impact on their positive learning behaviours.
- We expect pupils and parents 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 towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she 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), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
  - Taking part in school organised or related activity;
  - Travelling to or from school;
  - Wearing school uniform or in some other way identifiable as a pupil.