



Mendip Edge Federation

Governors' Statement of Behaviour Principles

Rationale

The governors and staff of the Mendip Edge Federation believe that the promotion of good behaviour, the development of self-respect and of respect for others and their surroundings is a vital part of a child's education. It is one of the most important ways in which we help to ensure that all members of the school community feel happy, safe and valued and are able to benefit fully from the opportunities available to them – intellectually, emotionally, socially, spiritually and morally.

As a Federation we have high expectations of our pupils and to this end we encourage the development of pupils' understanding of positive behaviours/attitude for learning, together with independent learning and how to 'get unstuck'.

No school can be successful unless there is a clearly defined policy on behaviour and discipline. It is vital that everyone (both adult and child) is aware of what is expected of him or her ensuring that children are free to learn and teachers to teach in a calm, orderly atmosphere. The Governors of the Mendip Edge Federation have produced the following set of principles to guide the Head teachers in determining the behaviour policy for the school and to ensure that teachers can teach and children can learn in an atmosphere of trust, respect and security.

Principles

In particular, the governors require that the policy and its underlying principles should:

- Reflect each school's mission statement and core values of The Federation.
- Be implemented in such a way that mutual trust and respect is at its core and adults demonstrate high levels of respect for children (whatever their background, ethnicity, gender or disability), other adults and the environment.
- Actively promote behaviours for learning, helping to remove barriers to learning for individuals and raise standards for all.
- Reflect widespread agreement between pupils, staff and parents/carers about acceptable standards of behaviour.
- Be worded in such a way that every child has the right to learn and no child has the right to disrupt the learning of others.
- Be based on the principles of positive behaviour management, reflecting a balance between rewards and sanctions.
- Be worded in such a way that expectations of behaviour, rewards and sanctions, can be clearly explained to children of any age and level of attainment and their parents/carers.
- Promote consistency, whilst providing enough flexibility for staff to make a decision about the strategy to be used based on the needs of the individual child, the immediate situation, the context of learning and the prevailing circumstances.

- Set clear guidelines around the use of physical restraint as a last resource to restrain a pupil to prevent them hurting themselves or others.
- Ensure that vulnerable children receive sensitive and well-matched behavioural support commensurate to their needs.
- Involve pupils in developing rules and expectations, promote the development of self-discipline and encourage pupils to take responsibilities for their actions.
- Promote and support appropriate communications between the school, its children, parents/carers and other agencies on the behaviour of individual children.
- Encourage adults including staff, parents and carers to model appropriate behaviours.
- Give pupils strategies for coping with inappropriate behaviour, including bullying.
- Ensure there is a robust approach to bullying or discrimination of any kind.
- Be supported by appropriate professional development for staff.

Date written: May 2016

Date of Last Review: June 2019

Date of Next Review: June 2021