

Behaviour Principles Lowca Community School

The human rights

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Behaviour principles

We promote a positive attitude to behaviour by focusing on values so that all children can reach our school aims. Values are felt and believed; they are seen and heard throughout the day. A set of core values, underpinned by British values- democracy, the rule of law, individual liberty, mutual respect and tolerance- gives all in our community a common purpose, an ethos that supports the pupil as reflective, analytical and responsible learners and in turn promotes quality teaching and learning.

The right for everyone to feel safe at all times

All young people, staff and other members of our school community have the right to feel safe at all times whilst in school or whilst participating in school activities. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour

We strongly believe that high standards of behaviour lie at the heart of our school and its success in helping us work towards our vision of giving pupils the confidence to embrace life and encourage a love of learning.

Every child has the right to learn in a safe and stimulating environment and staff have the right to teach in a classroom in which they feel they are valued and respected too.

We also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful and independent individuals in the wider community and active citizens of the future.

Good behaviour is not just about respecting those around you and their rights to learn but also looking after our school property and resources.

Inclusivity and Equality

We are dedicated to conducting the school with a view to promoting high standards of learning, attainment and care to improve outcomes for our children and staff and to maintaining good relations across the whole school community. We believe that all

members of our school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. We are also committed to adhering to the fundamental British values and we will actively challenge any member of the school community expressing opinions contrary to these values, including 'extremist' views. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard any vulnerable pupils.

Rewards

A school priority is to encourage good behaviour and promote self-discipline. We believe that positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in school.

The Governors expect that any reward system is explained to others who have responsibility for our pupils such as extended school provision.

We monitor the general behaviour at the school as well as the behaviour management systems in place regularly to ensure there is consistency, fair application and effectiveness.

Sanctions

We recognise that the use of rewards and sanctions must have regard to the individual situation and must be applied fairly, proportionately and reasonably taking into account SEN, disability and the needs of vulnerable children, offering additional support to meet behaviour expectations if necessary.

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, pupils and parents/carers including extended provision.

It is important that sanctions are monitored for their proper use, consistency and effective impact.

The School also has a policy outlining how it deals with allegations made against staff.

Governors expect that all staff, visitors and parents will support our values, rules and policies and ensure consistent applications and expectations across the school day including beyond the school gates.

The statement has been adopted by the Governing Body as a whole, following consultation with the Head Teacher and members of the school community and will be reviewed in line with the Behaviour Policy every three years.

Date 3.3.2022.

To be reviewed February 2025