

# RED ROSE SCHOOL STATEMENT OF PRINCIPLES FOR PROMOTING GOOD BEHAVIOUR

Updated: October 2017

Section 6

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## A Statement of Intent

**Red Rose School is committed to providing a caring, friendly and safe environment for all its pupils so that they can learn in a relaxed and secure environment. Red Rose School takes seriously its responsibility to protect its pupils from bullying and abuse. Pupils who have information about possible abuse are encouraged to tell a responsible adult.**

## INTRODUCTION

These principles will underpin the school's Behaviour Policy, which will define the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Head Teacher. The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone

## PRINCIPLES

The Behaviour Policy should support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community. In developing strategies for the management of behaviour in school the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the school's values of mutual respect, the policy should support restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

The school's policy will need to balance both collective and individual needs. The application of rewards and sanctions should have regard to the individual situation and the individual pupil and the school is expected to exercise discretion and sensitivity in their use. However, different application of the school's policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the school should identify such pupils in advance and plan how the school's disciplinary framework will be applied to each of these pupils. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other pupils. The Behaviour Policy should make clear the rights and responsibilities of all the school community – pupils, staff, and parents. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It should also include provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The policy should include procedures to measure its effective communication, its consistent application, and the community's perception of it.

This statement of principles and the resulting Behaviour Policy will be reviewed every two years and consultations sought if it is to be updated.