



Muswell Hill Primary School

Written statement of behaviour principles

Agreed: December 2019

Reviewed: February 2021

Next review: Spring 2022

Muswell Hill Primary School is a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child.

We believe that all children should grow up aware of these rights and respect these rights for themselves and for others. Being a Rights Respecting School underpins policies throughout the school. As policies are reviewed within the cycle, they are adapted to demonstrate this.

Reviews started in the academic year of 2019/20. The school received the Bronze Award in July 2020 and is currently working towards the Silver Award.

Vision & values

At Muswell Hill Primary we have worked hard to create a successful, high achieving, happy, inclusive community. One we are proud of and one which enables us to work in partnership with others, celebrate our successes and empower our children to be the best versions of themselves. Our community is where friendships thrive and where children are encouraged to discover a world of possibilities in a challenging yet supportive setting. Here at Muswell Hill Primary School, we embrace the joy of learning every day, through our strong, rich, broad curriculum.

5 Golden Values

Respect (for themselves and each other)

Integrity (acting with at all times)

Sense of **Resilience**

Curiosity (discovering the world around them)

Creativity (exploring their learning journey)

The following articles underpin our vision & values:

Article 28: The Right to an Education

Article 12: Respect for children's views

Article 29: Goals of Education

Article 13 and 14: Freedom of Expression/Thought

Article 42: Knowledge of Rights

Article 27: Standard of living for Physical, Emotional and Mental Health needs

Commitment to our pupils

At Muswell Hill Primary School, the staff and governors are working every day so that by the time you leave us:

- 1.You will love learning new things, feel ready for the future and want to keep on learning.
- 2.You will understand how you learn best, learn from your mistakes and how to persevere.
- 3.You will know what it feels like to be motivated to be good at something, and to have achieved your very best.
- 4.You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.
- 5.You will have grown as healthy and strong as you can, and you will know how to look after your body and your mind.
- 6.You will know friendship and will have learned how to get along with other people.
- 7.You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.
- 8.You will feel part of your community, proud of your school, and inspired to make a difference.
- 9.You will leave Muswell Hill with lots of good memories and be the best version of yourself.

Aims/Mission: *Everyone belongs here, everyone has a voice, and everyone is heard*

This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Muswell Hill Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Muswell Hill Primary School, though she must take account of these principles when formulating it. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Additionally, we have started on our journey to becoming a UNICEF Rights Respecting School and, as such, we ask our Headteacher and Senior Leadership Team to take the rights of the child into account when formulating all policies and the Behaviour and Discipline Policy which has been revised in February 2021.

Our principles include:

- the necessity of promoting an awareness of everybody's individual needs and that all are valued within the school community
- the need to ensure that every child is aware of their rights and responsibilities
- the necessity for good behaviour to be modelled by all adults in the school
- the expectation that everyone takes pride in their school, class, learning, environment and their relationships with peers and colleagues
- the expectation that all staff treat children fairly, consistently and sensitively
- the need to celebrate and praise children's achievement and success,
- the value of parental support in working collaboratively to find solutions to behaviour management issues,
- the necessity of teaching respect for ourselves and others, promoting the understanding that we are all different, but have the same rights, including the right to learn
- the need to ensure a consistent and positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs
- the need to provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual,
- to necessity of ensuring that the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate

- the requirement to establish clear procedures for dealing with and managing unacceptable behaviour, and ensuring that this behaviour policy is clearly understood by staff, parents and children
- the encouragement of active and early involvement of parents in supporting positive behaviour
- the necessity of working in partnership with parent/carers in supporting children's social and emotional development
- the clear demonstration that discipline in schools must respect children's human dignity
- to need to ensure that the exclusions policy explains that exclusions will only be used as a last resort.