Governors' Statement of Behaviour Principles

The Governors' expectations regarding behaviour are designed to support the School's Vision:

Manland Primary School is a supportive, caring community in which we encourage each other to achieve our potential in everything that we do.

The Manland Values describe some specific behaviours that we promote, applying to pupils, staff and others in our community such as parents and visitors:



We believe that having high expectations for these positive behaviours will help all members of the Manland community to feel:

- Valued and respected
- Safe and secure
- Happy, confident and resilient
- Supported to be curious, creative and ambitious

We implement these principles in many ways, including through:

- Pupil Behaviour Policy
- Anti-Bullying Policy
- Home School Agreement / Parent Code of Conduct
- Equality and Diversity Policy
- Promotion of school values
- Child Protection Policy
- Inclusion Policy
- Behaviour expectation displays in all classrooms and shared areas
- Curriculum teaching including PHSE
- Safeguarding procedures
- In class PHSE lessons and group circle time
- Assemblies
- Acting on Pupil Voice

The Headteacher and staff monitor behaviour in schools by:

The school has an effective system in place to capture, monitor and analyse incidents of behaviour. As a school we use and electronic system (CPOMs) to ensure that all levels of consequence outlined above are recorded.

- Level 1 consequences, dealt with by the class teacher are recorded on CPOMs
- Level 2 consequences should be recorded by the class teacher and assigned to the Key Stage leader, who will investigate the incident further and record their actions.
- Level 3 consequences are recorded by the class teacher, Key Stage Leader or SENCo (DDSL) and assigned to the Headteacher (DSL) or Deputy Headteacher (DDSL), who will investigate the incident further and record their actions.

During two-weekly safeguarding meetings, the Headteacher, SENCo and Deputy Headteacher will analyse behaviour logs from multiple perspectives (School level, group level and individual level) to identify possible contributing factors and provide appropriate support, where necessary.

Governors monitor behaviour in school via:

- Termly updates from the Headteacher to the Full Governing Body
- Reviews of anonymised behaviour records in CPOMS
- Governor visits
- Pupil and staff voice
- Annual review of the behaviour policy