



# THOMAS JOHNSON LOWER SCHOOL

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## **Governing Body Statement of Behaviour Principles**

Responsibility	Governing body
Review Date	September 2021
Approved by Full Governing Body	September 2020
Storage: Electronic	School website
Related Policies & Documents	Behaviour Management Policy

**Right to feel safe at all times:** All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. 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.

**High standards of behaviour:** The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

**Inclusivity and Equality:** We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and we will not tolerate them in any form. We recognise some pupils may need additional support to meet behaviour expectations.

**School Rules:** We believe children should be at the heart of the development of the school rules and these should be reviewed regularly with them. We expect that all staff will support rules and ensure consistent application and expectations across the school day. Expectations of the role of parents in the maintaining of school rules will be set out in the Home School Agreement.

**Positive Reinforcement:** We are a values school, committed to intrinsic rather than extrinsic reward systems based on positive praise. Good behaviour should be modelled by teachers and all adults working within the school. Staff should actively encourage, and praise, positive, caring behaviour and children should be given opportunities and openly encouraged, to support each other in this process of personal growth.

**Sanctions:** Sanctions for unacceptable/poor behaviour should be known and understood by all staff, pupils and parents/carers. It is important that sanctions are monitored for their proper use, consistency and effective impact. Exclusion may be used in response to a single extreme incident or after a long series of serious misdemeanours. Exclusion is to be regarded as a last resort and will be avoided as far as possible and if it becomes necessary statutory exclusion procedures will be followed.