



# MOSSCROFT PRIMARY SCHOOL

“Small school, big heart . . . . nurturing potential, inspiring confidence.”

## Written Statement of our Behaviour Principles

1. Mosscroft Primary School is a community in which high standards of behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement.
2. It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times.
3. Pupils play a key role in the promotion of acceptable behaviour.
4. Parental support is essential in promoting positive behaviour in pupils.
5. Our approach to managing behaviour is underpinned by 2 key elements:
  - a) Restorative Practice which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships
  - b) Assertive Mentoring which aims to raise standards by placing the child at the centre of their learning, involving and motivating them.
6. Our Core Values and Golden Rules structure the ethos and expectations that we have as a school

<b>Our Core Values</b>	<b>Our School Golden Rules</b>
RESPECT	DO BE KIND AND HELPFUL
CARING	DO BE GENTLE
FAIRNESS	DO LISTEN
TOLERANCE	DO WORK HARD
RESPONSIBILITY	DO LOOK AFTER PROPERTY
HONESTY	DO BE HONEST

7. The 8 International Primary Curriculum (IPC) Personal Goals of enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability underpin those individual qualities and learning dispositions we believe children will find essential in the 21st century. They help to develop those qualities that will enable children to be at ease with the continually changing context of their lives.

Opportunities to experience and practice these are built into every learning tasks the children experience through their IPC work.

### **Aims of our Statement on Behaviour**

- a) To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation.
- b) To ensure that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships.
- c) To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
- d) To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our community neighbours.
- e) To provide a clear and precise framework which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement.
- f) To promote ground rules of behaviour through the school's Golden Rules.
- g) To ensure that the school's Golden Rules are complied with at all times.
- h) To ensure that pupils understand the consequences of disruption to learning and breach of the Golden Rules and that these are applied in a fair and consistent manner.
- i) To provide challenge and support for pupils who deliberately and persistently ignore or breach the Golden Rules or disrupt learning.
- j) To provide appropriate support for colleagues and parents in managing behaviour effectively.
- k) To ensure effective management of teaching and learning with well-organised classes, and lessons that are stimulating, appropriate and differentiated.

Signed:

Chair of Governors



Date: December 2017

Headteacher



Date: December 2017