

September  
2018

## Written Statement of Behaviour Principles

Approved by Governors:	5 <sup>th</sup> February 2019
Signed	 Mr D Convey, Vice-Chair
For review:	September 2020

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

**BALDWINS GATE CE (VC) PRIMARY SCHOOL**

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# Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole and is informed by our mission and value statements.

At Baldwins Gate Primary School we value each individual, fostering learning and personal growth.

Our school values ensure that pupils will be listened to and respected and treated equally and fairly. We aim to do this by encouraging the development of self-discipline, self-respect and consideration for others. We expect everyone to behave in a sensible and helpful way showing politeness, good manners (including table manners), tolerance and respect in the context of a loving Christian environment. We are a caring community school and our aim is for everyone to feel valued. Children are taught to make the correct choice using our school values as a guide.

### Our values:

- Individuality
- Diversity
- Community
- Respect
- Responsibility
- Tolerance
- Truthfulness

These values are at the heart of our school. They are the Christian values that underpin our ethos, curriculum, relationships and all aspects of school life. They are values for life and ensure that we celebrate individuality, diversity and the uniqueness of everyone in our community.

Respect is an important aspect of our ethos. We encourage the highest standards of behaviour and respect is both modelled and taught.

Wherever possible our values will be celebrated applauded. Positive behaviour is rewarded.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

### **Behaviours Principles:**

We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on our values, learning and praise and celebration of outcomes.

When children do not meet the expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on choices made, and learn from, their behaviour and to make reparation wherever possible.

On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the

use of rewards and sanctions must have regard to the individual situation and the individual student.

The Governors expect the Headteacher to use her discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.

For those children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning (see Behaviour Policy).

Given the overriding need to keep children safe, the school will use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, the governors will be consulted leading to the police being informed. The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, attending after school activities and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).