



“Loving and Learning for Life, as Jesus taught us.”

Leonard Stanley C of E Primary School

Written Statement of Behaviour Principles

Title: Written Statement of Behaviour Principles

Person(s) who created policy: Governing Board

Date reviewed: May 2022

Review Frequency: Biennial

Date for next review: May 2024



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Vision Statement:

Leonard Stanley C of E School promotes a happy, healthy and safe Christian environment where everyone feels valued and respected and where each pupil is given the opportunity to develop to their full potential through inspiring teaching and a creative curriculum.

Aims:

- We will work cooperatively as a team, in partnership with our school community and beyond.
- We will support pupils' individual needs through an enriched and high-quality curriculum.
- We will provide opportunities to learn both indoors and outdoors, making use of our natural surroundings and Spiritual Garden.
- We will maintain a skilled staff and governors via continuous professional development.
- We will rigorously monitor and evaluate teaching and learning to ensure academic progress for every child.
- We will ensure that Christian values underpin the life of the school.
- We will give high priority to the emotional and physical health and well-being of everyone within our school community.
- We will develop “the whole-child” via a range of activities such as music, arts, drama and sport etc.
- We will educate our children on how to keep safe both in the real world and in the virtual / cyber world.
- We will provide the best possible environment for everyone at Leonard Stanley C.E. Primary School.

School Rules:

At Leonard Stanley C of E Primary School our Core Values (Appendix 1) are at the heart of our school and community. By living our lives through the Core Values we show that we love one another as Jesus loves us. There are many Core Values but, through discussions in class and during whole school assemblies, the children have agreed that these can be summed up in our four school rules:

- Be safe
- Be respectful
- Be ready to learn
- Always try our best



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At the start of each academic year, class teachers and school staff will discuss these rules with their class to ensure clear understanding and an agreed interpretation of them. Our school rules are displayed around the school and in the classrooms. All children sign a class charter and all new starters in Reception complete a home – school agreement.

Rationale and Purpose

At Leonard Stanley Church of England Primary School, we believe everyone has the right to feel safe, secure, happy and healthy within a positive learning environment. Everyone should be respected as an individual and feel able to contribute to life in the school community. The implementation of this policy is the responsibility of the staff, children, parents/carers, governors and the wider community.

Aim

We aim to achieve this by:

- Agreeing, clarifying and setting clear boundaries for expected behaviour.
- Supporting one another in modelling positive behaviours and relationships in a spirit of mutual respect.
- Establishing and maintaining clear communication between staff, pupils, parents/carers and the wider community.
- Listening to one another and ensuring all behaviours are met with a fair, consistent and empathetic response.
- Providing a stimulating learning environment that enables children to feel secure and welcome.
- Supporting children who have difficulty managing their behaviour, by identifying their needs as early as possible and working in partnership with their parents/carers.
- Ensuring lessons are suitably differentiated and provide access and motivation for all to succeed.
- Enabling our children to become independent in managing their behaviour, to understand their role in the community and to become positive active citizens.

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



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general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

The purpose of the Statement is to provide guidance for the Head teacher in drawing up the school’s Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils 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. Staff should be confident that they have the governors’ support when following this guidance.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head teacher. The statement has been adopted by the Governing Body as a whole and is informed by our Vision statement and aims.

The Behaviour Policy is publicised to staff and families on the school website.

Principles

1. High standards of behaviour: The Governors of Leonard Stanley C of E Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables a. all its pupils to make the best possible progress in all aspects of their school life and learning and b. all staff to be able to teach and promote good learning without undue interruption.
2. A right to feel safe at all times: All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
3. Inclusivity: Leonard Stanley C of E Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background



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should be clearly set out and regularly monitored for their adequacy and effective implementation.

4. Equality: The school’s legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
5. Home-School Agreement: Parents/carers should be encouraged and helped to support their children’s education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils’ behaviour must be outlined in the ‘Home-School Agreement’ which pupils and parents/carers must be asked to sign when a pupil joins the school.
6. The school’s expectations are clearly stated in the Behaviour Policy. This should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
7. Rewards: Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
8. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.
9. Expectations: Governors expect the Head teacher to draw on the advice in Keeping Children Safe in Education (2021). Guidelines for dealing with allegations of abuse made against teachers and other staff are set out clearly in the Safeguarding policy. The Head teacher (or Governors in a case where the Head teacher is accused) should consider carefully whether the suspension of the person concerned is appropriate. Suspension should not be automatic. Advice should be sought from the Local Authority

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Designated Officer for Allegations (LADO). The School will follow the Allegations Management procedures as laid out on the GCSB web link. <http://www.gscb.org.uk/>

10. An immediate exclusion may be given by the Head Teacher for verbal, physical or mental abuse, theft and destruction of property and the breaking of school rules which the Head Teacher believes is excessive. Allegations against staff which are found to be spurious (following the GSCE Allegations Management Process and flow -chart) will be treated very seriously and may, depending on their severity, incur either a fixed term or permanent exclusion.
11. The Governors expect the Head teacher to include the following in some detail in the Behaviour Policy [or other more relevant policy]:
 - a. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of ‘reasonable force’ should be included, which should also explain how and when pupils may be restrained. Governors would expect staff to be trained in the use of positive handling and restraint where and when it is needed.
 - b. The power to discipline outside the school gates: disciplining beyond the school gates covers the school’s response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.
 - c. Multi-agency assessments: Should be considered if pupils display continuous disruptive behaviour and maybe considered at other times as necessary.
12. E-safety: The Governors expect the school to publish, maintain and promote with students, staff and parents an E-Safety Policy and related documents such as Acceptable Use Policies (AUPs) that set down clear guidelines for the safe use of the internet, computers and all electronic devices including mobile phones and tablets.
13. Review: This Statement of Principles will be reviewed every 2 years, or as necessary. Review will be by the Full Governing Body