



Benson C of E Primary School

Governors' Written Statement of Behaviour Principles

Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's Behaviour and Discipline Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils.

The purpose of the statement is to advise and guide the Headteacher in drawing up the Behaviour Policy by stating the principles which governors expect to be followed. It follows the guidance issued by the Department for Education in September, 2012, and will be reviewed in line with the Behaviour Policy review, and in response to any changes in legislation and DfE guidance.

The following has been approved by the Benson C of E Primary School Board of Governors. It applies to all adults employed by, volunteering at or providing services to Benson C of E Primary School (the School).

Similarly, given the duty of care to pupils, this statement and the policies that both stem from it and are influenced by it (e.g. appropriate contact, anti-bullying and exclusions) applies to all pupils when in School, when travelling to and from School and when engaged in extra-curricular activities and residential trips.

Principles

The Governing Body believe that the Behaviour Policy should be underpinned by the schools aims outlined on the school strategy:

"Working together we will provide a rich, stimulating and enjoyable environment, where children can begin their learning journey and prepare for their adult life. Our Christian values will help us celebrate diversity and are fundamental to the development of our pupils; we believe that if they act with honesty and determination, co-operate, respect and trust one another, they will grow to their full potential."

Statement in Practice

The Behaviour Policy, based on the school aims, should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However they also recognise that on occasions sanctions are necessary to demonstrate that behaviours which disrupt learning or impact on safety are not acceptable. These sanctions are used to





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express the disapproval of the school community; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole school community. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

The School Values, Rights and Rules

Our Christian Values – We believe all children can achieve success:

- Love
- Peace
- Wisdom
- Kindness
- Understanding

Alongside British Values of: courage, democracy, respect, tolerance and rule of law

Our Rights:

- We have the right to feel safe;
- To be able to learn; and
- To be treated fairly and to have a voice.

Our Rules of Responsibility for Good Behaviour:

- To walk quietly and sensibly
- To act kindly to others
- To behave and focus on learning
- To treat others with kindness and respect
- To play with balls showing an awareness of others; football on field, throwing on playground
- To wear the school uniform with pride
- To stand still on the first bell and walk into class quietly on the second.
- To use the Internet for work related activities
- To respect the property of others and the School Environment

Contents of the Policy

The Behaviour Policy should include the following:

- The school's expectations;
- Examples of behaviour to be encouraged;





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- Examples of inappropriate and unacceptable behaviour;
- A clear explanation of the systems of rewards and sanctions;

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to search, to use reasonable force, and to discipline pupils for misbehaviour outside school.

Whilst recognising that these are extreme measures, to be taken in exceptional circumstances, the Governors advise that for the protection and safety of the whole school community they should be carried out only in accordance with the specific guidance issued by the DfE. It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers.

This statement has been drawn up by Governors in consultation with staff, parents and pupils. The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent, contributing and responsible members of society.

References

- Behaviour and discipline in schools: a guide for headteachers and school staff. DfE 2012
- Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, headteachers, school staff and governing bodies, DfE 2012
- Ensuring good behaviour in schools: a summary for headteachers, governing bodies, teachers, parents and pupils DfE 2012
- Exclusion from maintained schools, Academies and PRUs in England, DfE 2012

Ratified by Governors: Autumn 2016

Review date: in conjunction with Behaviour Policy

