



# Statement of Behaviour Principles

September 2022

Approved by the Governing Body Strategy Group 22/09/22

This Policy is due for renewal in Term 1  
2024–25

# STATEMENT OF PRINCIPLES FOR PROMOTING POSITIVE BEHAVIOUR

OF

## GODINTON PRIMARY SCHOOL

The word parent in this document refers to parents and carers.

### SECTION ONE – INTRODUCTION

#### Rationale and Purpose

Whilst not required by academies, the Governing Body at Godinton Primary School believes it is important to have a Statement of Principles for Promoting Positive Behavior.

Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account as well as DfE guidance (including Behaviour in Schools 2022) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Godinton Primary School Behaviour Policies (Behaviour and Anti-Bullying) so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policies at Godinton Primary School, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour in schools: Advice for Headteachers and school staff (September 2022).

The Behaviour Policies must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

The Education and Inspections Act 2006 and DfE document Behaviour and discipline in schools: guide for governing bodies (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

## **SECTION TWO – PRINCIPLES**

### **School Values**

The Behaviour, Discipline and Exclusion Policy is written to fulfil the Governors' duty of care to pupils and employees and to promote good teaching and learning and high standards of attainment. The governors believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of school life. This policy defines measures to achieve these objectives.

The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone. Our Godinton School values are:

We respect and listen to each other's views, opinions and ideas,

We love how we are all different,

We look for the best in each other,

We are kind, friendly and thoughtful,

We are honest,

We help and look after each other,

We always try our best,

We make sensible choices,

We show good manners,

We are proud to be part of the Godinton family.

### **Our Behaviour principles**

- Godinton is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve. Reasonable adjustments may be made to support vulnerable pupils.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- The school believes in the importance of equality of opportunity for all.
- A culture is established within the school, where positive reward and encouragement and the building of self-confidence and mutual respect lies at the heart of behaviour management. Rewards are used to demonstrate that good behaviour is valued by the whole school community and to encourage similar

behaviour in others.

- The school understands that behaviour communicates unmet needs and can separate the child/young person from their behaviour. It should be recognised that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- The behaviour policies should support restorative justice, repairing harm done to relationships and people. Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management. Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible. In most cases, sanctions should be applied to individuals not groups.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours – and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

The school's behaviour policies should balance both collective and individual needs. The application of rewards and sanctions should have regard to the individual situation and the individual pupil, and the school is expected to exercise discretion and sensitivity in their use. However, different application of the school's policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the school should identify such pupils in advance and plan how the school's disciplinary framework will be applied to each of these pupils. This may be through the use of a behaviour support plan led by the SENCO. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other pupils.

The Behaviour, Discipline and Exclusion Policy should make clear the rights and responsibilities of all the school community – pupils, staff, parents and Governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It should also include provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.

### **SECTION THREE – REVIEW**

This statement of principles and the resulting Behaviour, Discipline and Exclusion Policy will be reviewed every two years.

### **SECTION FOUR – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.