Beech Green Primary School

'Respect Achieve Belong'

Governors Statement of Behaviour Principles

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Review date: September 2029

Governors' Written Statement of Behaviour Principles

The Department for Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

This statement and the behaviour policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review. This statement is informed by our Aims and Value Statements:

This is a statement of principles not practice. It is intended that this set of principles reflects the school values, Vision and ethos and is utilised to guide the Head teacher in drawing up the whole school behaviour policy.

There is an expectation that policy and the actions within be in accordance with the school responsibilities under equality legislation

Purpose

The purpose of our behaviour policy is to illustrate that we have adopted a behaviour focussed curriculum. Our behaviour curriculum provides all stakeholders of Beech Green Primary School with an appropriate code of conduct, which encourages our school to internalise a set of key values. In response, our children become happy, successful and able to serve our community positively. This policy should be read in conjunction with our Safeguarding and Child Protection Policy.

Aims and Values

Our main aim is to provide quality experiences in all aspects of school life. We aim to create a warm and welcoming environment that cultivates a respect for the rights and needs of children and adults, irrespective of culture, race or gender.

We aim to be actively involved in the learning of our children. Therefore, we provide a range of broad, creative and balanced learning opportunities, which adhere to the National Curriculum. We use constructive feedback to signal when a child's efforts are valued, which also avoids alienation and disaffection. We aim to develop self-discipline and the ability to self-regulate the choices and decisions our children make.

We aim to maintain high aspirations and expectations of our children, in the anticipation of fostering independent, reflective and lifelong learners.

We aim to promote this through our whole school values:

- Respect
- Achieve
- Belong

Also through the key British values

- Mutual respect and tolerance of those with different faiths and beliefs
- Democracy
- Rule of Law
- Individual Liberty

Key Principles

- Every child has the right to learn, but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will communicate expectations of behaviour clearly.
- Where there are significant concerns over a pupil's behaviour we will share the strategies, we use with parents; working on an active partnership to promote good behaviour.
- Early support and intervention will be issued at the earliest opportunity;
- Strategies will be recorded where there is a high level of concern in an Individual Behaviour Plan.
- We will seek advice and support from appropriate outside agencies.
- We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- There will be a corporate approach but with due regard for individual circumstances

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