



Written Statement of Behaviour Principles

Category: Statutory	Approved by: Full Governing Body
Approved: March 2024	Next Approval due: March 2025
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Behaviour Policy.	

Our Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

Statement of Behaviour Principles Requirement and Application

The Department for Education (DfE) has published guidance for schools, outlining the policies and other documents that governing bodies and proprietors are required to have by law.

The written statement of Behaviour Principles must provide the head teacher with clear advice on which to base the behaviour policy.

This is a statement of principles, not practice. Practical applications of these principles are set out in the Behaviour Policy. This statement applies to all pupils when in school, when travelling to and from school and when engaged in extra-curricular activities and residential trips.

Behaviour Principles

The Governors believe that high standards of behaviour lie at the heart of a successful school. At Woolhampton CE Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency and are based on our core Christian and British values. All pupils, staff and visitors have the right to feel safe, valued, respected and free from prejudice.. We have high expectations that support the development of our pupils as effective learners and responsible citizens.

The Governors of Woolhampton CE Primary School:

- value the strong relationships that exist in the school and encourage pro-social behaviour;
- respect and value all members of the school community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve in a safe and happy environment;
- recognise our responsibility to safeguard all who access our School and promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- have high expectations of everyone and actively promote equality regardless of race, gender, age, sexuality, religion or disability;
- expect staff and volunteers to set an excellent example to pupils at all times
- expect the school rules to be clearly set out in the Behaviour Policy and to be consistently applied and understood by all staff and children.
- staff will use a therapeutic approach to managing behaviour, supporting pupils to understand prosocial choices and the consequence of anti-social actions.
- expect a range of rewards to be consistently and fairly applied and used in such a way as to encourage and reward pro social behaviour choices.
- staff will support children to develop self-regulation skills that are not dependent on external rewards only and help develop an understanding that behaviour is their own responsibility which can affect others.
- staff will teach and nurture pro-social behaviours through positive role models, clear and consistent boundaries, encouragement and recognition.
- staff manage anti-social behaviour consistently using clear procedures, Restorative Practice and recording incidents using CPOMS.
- recognise that consequences are necessary to demonstrate that inappropriate behaviour is unacceptable. These sanctions should be known and understood by all staff and pupils and consistently applied by all members of staff;
- recognise that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use their discretion in their use. Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND and the needs of vulnerable children, and offering support as necessary. However, the school must balance the needs of the individual with those of the

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school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount;

- believe that suspensions and permanent exclusions, particularly those that are permanent, must only be used as the very last resort;
- ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their children, emphasising that violence, threatening behaviour or abuse within the school sites or associated environments will not be tolerated.
- expect the Headteacher to inform them of anti-social and prosocial behaviours in school each term, including details of type of behaviour and the consequences applied.