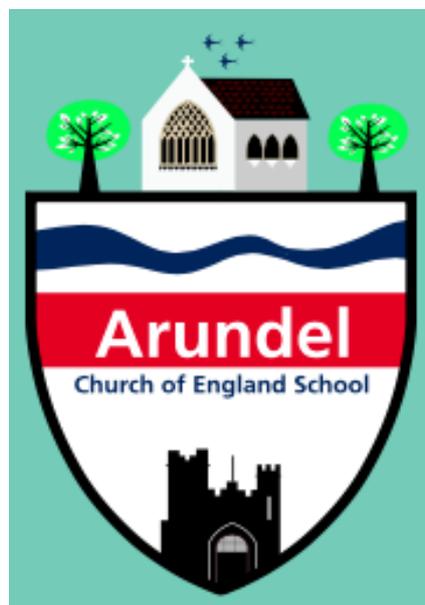


# Written Statement of Behaviour Principles

## Arundel Church of England Primary School



<b>Date reviewed:</b>	September 2020
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<b>Next review:</b>	November 2021
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The Governing Body of Arundel Church of England Primary School is responsible for reviewing and approving the written statement of behaviour principles, which should be read in conjunction with the Arundel Church of England Positive Behaviour Policy and Anti-Bullying Policy.

## **Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times, promoting a moral Christian framework through our ACE Values, Vision Statement, ACE Learner and The ACE Way
- Rewards and sanctions are used consistently by staff, in line with the Positive Behaviour Policy
- The Positive Behaviour Policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

## **Governing Body Written Statement of Behaviour Principles**

This statement was written and approved by the Governing Body. It will be reviewed in line with the school's Behaviour Policy.

### **Vision Statement**

#### ***'Faith, hope, and love abide.'* 1 Corinthians 13.13**

Growing closer to God in faith;

Flourishing through the Gospel of hope;

Reaching out to our neighbours in love;

Rooted in the Christian faith, and with a love of learning in our hearts, our vision inspires us to grow into the people God is calling us to be.

### **ACE VALUES**

Faith, Hope and Love

### **Our School Aims:**

The school aims are embedded within our Christian Vision Statement and core Gospel Values of: love, faith and hope. At our school, we seek to provide a safe, caring and stimulating environment for our children.

We aim to provide opportunities to enable our children to experience life in all its fullness through a curriculum which is rich in opportunities to enable children to 'grow into the people God is calling us to be' by:

- Keeping ourselves healthy as God's Holy Spirit lives within us;
- Widening the arts and cultural experiences for children, by developing links for the delivery of a broad and balanced curriculum including links to schools in London;
- Knowing about, marvelling at and taking care of God's world.

We intend our pupils to acquire the skills, concepts and knowledge that will enable them to develop every dimension of themselves: to be confident and willing, caring and concerned, committed to their own development and yet aware of their responsibilities to others.

All our pupils will be encouraged to apply self-discipline, and we will provide opportunities for them to develop a sense of responsibility in school and in the wider community by:

- flourishing as God wants us to, and gain the confidence to try and learn new things and flourishing through the Gospel of hope;
- reaching out to our neighbours in love – in how we put others first, care for each other and God's world;
- understanding what it means to be a child of God, "growing closer to God in faith" – in how we are, in all we do, in how we approach problems and in how we learn.

## **Rationale and Purpose**

1. This Statement has been drawn up in accordance with the Education and Inspections Act 2006, Education Act 2011, Use of Reasonable Force Advice July 2013 and DfE guidance (Behaviour and Discipline in Schools, January 2016).
2. The purpose of the Statement is to provide guidance for the Headteacher 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.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for

Headteachers and school staff (last updated January 2016 to reflect that schools no longer have an obligation to use home-school agreements).

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

## **Principles**

1. The Governors of Arundel Church of England Primary School strongly believe that high standards of behaviour lie at the heart of a successful

school that enables (a) all the pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

2. 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. At Arundel Church of England Primary School all members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Bullying (Anti-bullying) Policy that is known and understood by all, consistently applied and monitored for its effectiveness.
4. All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice whether it be racial, ethnic, gender, sexual orientation, religious belief (or lack of belief), ability or background.
5. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
6. Parents/carers should be encouraged and helped to support their children's education, just as the pupils are 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 are outlined in the 'Home School Agreement/Code of Conduct' which pupils and parents/carers are asked to sign when a pupil joins the school.

7. 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.
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. 'Unofficial' exclusions are illegal and are avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.
9. Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
10. The Behaviour Policy sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their

powers. Staff so accused should not be automatically suspended pending an investigation.

11. The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

a. Screening and searching pupils: the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.

b. 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 by whom, how, when pupils may be restrained. Governors understand that all school staff hope that they won't have to use reasonable force, but as they have a duty of care towards their pupils some situations may leave them with little choice. Physical restraint/positive handling/use of force will only be used as a last resort and by staff members who will use their professional judgement of the incident to decide whether this is necessary. Staff receive annual reminders/updates (and training as needed) relating to behaviour policy and procedures.