

# Written statement of behaviour principles

## Love, Joy and Responsibility



The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole and is informed by our core beliefs and values.

### Our Ethos

Everything we do at Rownhams St John's, we do because we believe in giving every child the life chances they deserve. We believe that by working together we can give every child the chance to thrive in a rapidly changing world that is full of challenge and opportunity. The way that we do this is by developing the whole child. We have five core beliefs that underpin all other aspects of our work and these are realised through our core Christian values of **love, joy and responsibility**. Our Core Beliefs are as follows:

- We believe that every child is unique and special
- We believe that every child can be a learner for life
- We believe every child has an important role to play in the future of our planet
- We believe that every child deserves to feel happy and be confident
- We believe that every child must learn to respect others.

In all that we do we strive to share, encourage and demonstrate positive values with our children in order that they understand them and strive to live by them. Therefore, we expect all children to be **safe, respectful and ready to learn**.

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our children and parents feel safe, nurtured and respected. The Governors at Rownhams St John's aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by pursuing an inclusive policy towards our pupils which celebrates diversity and reflects our Christian values.

At Rownhams St John's we are a caring Christian community where everyone feels valued, safe and adopts a growth mindset. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of life-long learning.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

## Behaviours Principles

- We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- We have high expectations of everyone and we will actively promote equality of value whatever race, gender, age, sexuality, religion or disability.
- The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.
- When children do not meet the expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.
- Sanctions may be necessary to demonstrate that challenging behaviour is not acceptable. To provide boundaries and make our expectations clear sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil.
- The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.
- Children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour. The school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.
- The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.
- Given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).