

Ashfield Junior School



Governors Written Statement of Behaviour Principles

Updated Policy: June 2024

Approved by FGB:

Governors' Committee Responsible:

Governor Lead:

Nominated Lead Member of Staff:

Status & Review Cycle:

Next Review Date:

A handwritten signature in black ink that reads 'Sarah Layzell'.

Teaching, Learning & Achievement

Sarah Layzell

Mrs S Frost, Headteacher

Statutory

Summer Term 2025

Written statement of behaviour principles

Together we Achieve

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 mission and value statements.

Our Ethos

Our school motto is '**Together We Achieve**' so it seemed obvious that when we were deciding what was important to us here at Ashfield Junior School the best place to start was with the children. After a lot of work on what values are and discussing different character strengths these are the values that we thought were the most important to us:

Teamwork

Kindness

Honesty

Hope

Everything we do at Ashfield Junior School is built around these core values which sit alongside our Golden Rules of working hard, listening, being honest, being kind & helpful, being gentle & looking after our school.

We know that these things take teamwork and when you walk around our school you will see everyone in our school community working **together to achieve** the best for our children.

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 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 our pupils by pursuing an inclusive policy towards our pupils which celebrates diversity, understands the importance of common identity and reflects our values.

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 and policy or actions to be in accordance with their responsibility under equality legislation.

Behaviour 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 whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

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 incidents, 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.

On occasions 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 her discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviours.

For those children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the 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 the utmost respect of all individuals involved, including children, their families and staff.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. 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. Similarly, given our duty of care to the pupils, this written statement and the policies that 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).