

Walkington Primary School

Written Statement of Behaviour Principles 2023



Rationale and Purpose

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 Head teacher in determining measures to promote good behaviour.

This is a statement of principles, not practice. It has been considered and adopted by the Governing Body to guide and inform the policy making and practice of the Headteacher and staff.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Behaviour Policy at Walkington School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children 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 the school's Behaviour Policy.

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Our overarching statement on behaviour

The school has always placed great value and emphasis upon the importance of positive behaviours and relationships across the whole school community. Providing a calm, safe and consistent environment is essential to allow pupils to thrive and develop as we hope they will. We have a genuine culture of ***care and compassion, fairness and forgiveness***. For the past decade the pupils' behaviour and personal development have been judged to be 'outstanding' by Ofsted, and we are exceptionally proud of the contribution they make to the welcoming, productive and good-natured environment we all share.

Principles

- When we use the term behaviour in the context of school life, we must never simply assume that this relates to negative or unwanted behaviours; by actively focusing on the positive behaviours we wish to see, this will provide all parties with a clear understanding of how we want our pupils to behave both in and beyond the school boundary.

- The over-riding emphasis of our work in this area will be to focus on pupils' ability to self-regulate and make good choices with regards to their attitudes and actions. At the same time, we realise it is the responsibility of every single member of our staff to challenge and modify behaviours which impact negatively upon the safety, well-being and learning of any pupil in our care.
- 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 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.
- 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 student.
- The Governors expect the Headteacher to use their discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.

- 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 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 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 enforce a temporary ban from the school premises and, if the parent continues to cause disturbance, he or she may be liable to further appropriate sanction or legal action.
- The Governors expect the Head teacher 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 and responsibility to our wider community, 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).

Statement on the promotion and dissemination of 'Modern British Values'

The following values were explicitly embedded in school guidance by the Government in 2014:

1. Respect for the rule of law

Respect for the rule of law means that everyone in society is treated equally and fairly, and that everyone follows the same rules and laws. This value promotes a sense of order and stability in society, and helps to prevent crime and other harmful behaviours. The UK justice system is a large part of this, including laws, police officers and courts.

2. Individual liberty

Individual liberty allows people to pursue their own goals and interests, providing they do not harm others. This British value is based on the idea that people should be free to make their own decisions and choices within the bounds of the law, of course.

3. Democracy

Democracy is the foundation of the UK's political system. This value is based on the idea that everyone should have an equal say in how their country is run, and that the government should be accountable to the people. All things voting, elections and referendums come in to play here.

4. Mutual respect and tolerance of different faiths and beliefs

There is some confusion around the fourth British Value, which is often split into two: (1) Mutual respect and (2) tolerance of different faiths and beliefs. Whether you view these as one whole, or as two individual values, they both promote understanding and acceptance of people from different backgrounds and with different beliefs, and help to create a more inclusive and diverse society.

At Walkington school we take a holistic approach to the positive development of our pupils, and actively teach them how to be law abiding, positive citizens. From time to time, we may have a focus on the specific values listed above, but also recognise that they are not the only values pupils will need to thrive in later life, nor are they exclusive to British society. What matters is that children leave with an enduring sense of positive connection to their community and wider world, and act in a way which promotes security, harmony and cooperation between different people and cultures.

Further information on these values, and their place within a school's broad curriculum, can be found here:

<https://www.votesforschools.com/blog/british-values/#section-1>

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>