



Bramham Shadwell Federation

Written Statement of Behaviour Principles

Approved by the Governing Body: February 2020

Next due for review on February 2022

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Bramham Shadwell Federation, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Bramham Shadwell Federation, 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. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will continue to review the Behaviour Policy as and when necessary with reference to the DfE guidance document Behaviour and Discipline in Schools (Advice for Headteachers and School Staff, January 2016)

The Governors and Headteacher will endeavour to endorse the whole Federation ethos of 'Excellence for All' and will seek to promote this in every given circumstance and when making decisions for the children and the Federation. The Headteacher will share and promote the mission statement, aims and values in line and in accordance with this Statement of Principles and will seek to update and amend the mission as appropriate and with the support and opinion of the children.

Excellence for All

At Bramham Shadwell Federation, we are proud of our family ethos and we quickly develop our engagement in learning, focusing on aspirations for our future and evaluating our progress along the way. Our teachers are caring and dedicated; they celebrate our dreams and aspirations and believe that each day in school is special. Children only have one childhood and one chance at Primary School and we know that each day is the opportunity to grow and develop in our learning; to build knowledge, resilience, tolerance and to develop our interest in the world around us. Every moment is precious at school; we learn to persevere, become resilient, to be healthy, to have friends and to be respectful; we are not afraid to make mistakes along the way. Everyone is special – the children, parents, staff and governors and together we will achieve 'Excellence for All'.

(Written by Mrs Richards, Mrs Wilson and the School Council, June 2016)

Aims and Values:

We aim to achieve a respectful, civilised, secure and safe environment where everyone shows consideration and kindness towards each other.

We aim to provide our children with an inspirational and relevant curriculum; one which inspires children; one which encourages problem solving, fluency and reasoning to build Excellence for All in school, where children are happy supported, confident and enthusiastic.

We facilitate children in reaching their potential; respecting others' cultures and maintaining mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We teach children how to challenge concepts appropriately in a democratic and supportive environment where all opinions are respected and where ideas are valued.

We aim to expose to children the successes the educated world has to offer to them and aspire for them to become totally committed, through their learning, to joining that world and being successful.

We aim to create an environment where children feel safe to make mistakes and to learn from these, ensuring they are committed to growing in their learning in this way.

We aim to produce happy, healthy children who know how to stay safe and who enjoy their relationships with others; understanding healthy boundaries.

We aim to foster a sense of wonderment and inspire a constant curiosity within our pupils.

We have a dedicated team of talented teachers who understand their children's academic and emotional needs and in doing so, ensure all children are in receipt of a challenging and rich curriculum where high standards are set and where secure relationships are built.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Bramham Shadwell Federation are inclusive schools. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised 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 discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- 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 and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil