



Bell Lane Primary School and Children' Centre

# Written Statement of Behaviour Principles

| <b>Document Control</b>                 |                                  |
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| Committee with oversight of the policy: | Curriculum & Standards Committee |
| Lead Person:                            | Harsha Patel                     |
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# Written Statement of Behaviour Principles

## Rationale and purpose

1. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Behaviour Policy.
2. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance [Behaviour and Discipline in Schools, January 2016](#).
3. The purpose of this 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.
4. The school's Behaviour Policy is publicised to staff and families on the school website.

## Principles

1. The Governing Body of Bell Lane Primary School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of **peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance and love**.
2. Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
3. Every pupil has the right to learn in a safe environment.
4. All pupils, staff and visitors are free from any form of discrimination.
5. Staff and volunteers set consistently high expectations of all pupils with no excuses.
6. School will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all times.
7. School's behaviour principles and Behaviour Policy is available to, and understood, by all pupils, staff and parents.

8. 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.
9. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
10. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
11. Pupils are helped to take responsibility for their actions.
12. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.