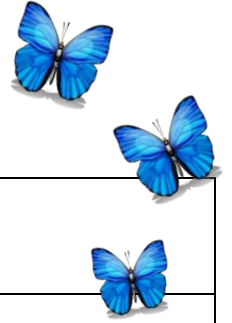


Chalk Ridge Primary School

Written Statement of Behaviour Principles



Last reviewed November 2024. Next review November 2026

Headteacher: Miss Sue Jackson

This is a school policy written by the governors

Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to produce, and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE July 2013) and 'Behaviour in Schools: advice for headteachers and school staff (DfE Sept 2022) have also been used as reference, in producing these principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour and Relationships Policy by stating the principles that the Governors expect to be followed.

At Chalk Ridge Primary School our vision is to inspire, learn, care and succeed together, and we believe that good behaviour is central to a good education. Within our school community, we will provide a calm, safe and supportive learning environment where all individuals are valued and cherished, nurtured and cared for; where they want to come to school and can learn and thrive.

Behaviour Principles:

Our school vision is based on five core values which are aspiration, inclusion, respect, resilience and independence. These values should be shared by our staff, governors and children and affect all that we do and how we do it.

The Governors believe that high standards and expectations of behaviour and conduct lie at the heart of a successful school. It is important that our behaviour expectations are clear and well known by all children and parents and are consistently applied.

We expect our vision and values to enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct. We believe that this can have a positive effect on the life of young people outside school as well, encouraging them to become effective members of the wider community.

We believe positive relationships within our school community are vital. We expect all members of the school community to behave responsibly and to treat each other with respect and in the way they would like to be treated themselves.

We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their actions.

All children and staff have the right to feel safe at all times in school and staff should be able to teach and promote good learning without undue interruption or harassment.

Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

We believe that positive behaviours should be acknowledged and reinforced, to encourage good behaviour in the classroom and elsewhere in the school. The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive.

The Governors believe that the use of rewards and sanctions must have regard to the individual pupil and situation and the Headteacher is expected to use her discretion in their use. Sanctions for unacceptable and poor behaviour should be known and understood by all staff and pupils. Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND and the needs of vulnerable children, and offering support as necessary.

Governors wish to emphasise that violence, threatening behaviour or abuse by pupils, parents or carers, towards the school's staff, will not be tolerated.

The Governors strongly feel that suspensions, particularly those that result in a permanent exclusion, must only be used as the very last resort.