



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire**’

**Our Values** – using the initials of the names of the schools.

**K** – Kindness

**U** – Understanding

**P** – Patience

**H** – Honesty

**L** – Love

**B** – Boldness

## **Written Statement of Behaviour Principles**

Previous KULB document adapted for ASPIRE Wide use September 2019

Document Reviewed	September 2020
Parental Consultation	Not required 2020/21
Approved by ASPIRE GB	22 September 2020
Document Reviewed	September 2021
Parental Consultation	Not required 2021/22
Approved by ASPIRE GB	30 November 2021
Review Frequency:	Annually
Next Review due:	September 2021

*The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.*

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

#### **Ulcombe Church of England Primary School**

At Ulcombe Church of England Primary School we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make Ulcombe grow. We give a quality all round nurturing education which develops the whole child; "I can do all this through him who gives me strength."

**"One body, many members, learning together surrounded by God's inclusive love."**

*(Corinthians 12:12-27)*

TRUST   RESPECT   HOPE   ENDURANCE

Our Christian Vision and Values are reflected within our policies. Within our behaviour policy we seek to find the cause of the behaviour by listening to and talking through the incident by using restorative conversations linked closely to our four fundamental Christian Values. Within this we look at feelings and how we can learn strategies to cope with these feelings. This is reflected in the story from Corinthians which talks about the individuality of our pupils working together as one.

#### **Leeds & Broomfield Church of England Primary School**

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*"As many hands build a house, so many hearts make a school."*

*(Matthew Ch 7 24-27)*

Respect   Resilience   Empathy   Curiosity   Honesty

Our Christian Vision and Values are reflected within in our policies. Within our behaviour policy we seek to find the cause of the behaviour by listening to and talking through the incident by using restorative conversations. Within this we look at feelings and how we can learn strategies to cope with these feelings. This is reflected in the story from Matthew about building strong foundation to enable pupils to flourish.

## Introduction

Governing bodies must make a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils (Section 88(2) Education and Inspections Act 2006).

These principles have been developed and agreed by the Full Governing Body - after consultation with parents, pupils and staff as necessary- and will underpin the School's Behaviour Policy, which will define roles, responsibilities and practice. The Executive Headteacher is responsible for producing and implementing the Behaviour Policy.

Governors have had regard to the statutory guidance from the Secretary of State for Education in making and reviewing this statement (Section 88 of the Education and Inspections Act 2006).

## Principles

The Behaviour Policy should:

- support the school's values of courtesy and mutual respect - expected from pupils, parents, staff and governors alike;
- make clear the rights and responsibilities of all the school community – pupils, parents, staff and governors;
- be consistent with the principles of safeguarding and promoting the welfare of pupils;
- establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition;
- make use of both rewards and sanctions to manage behaviour;
- balance both collective and individual needs;
- only be applied differently to individual pupils and only where and when necessary. Any differences should be identified and explained in advance where possible;
- support restorative justice, repairing harm done to relationships and people and encouraging pupils to take responsibility for their actions; and
- be applied consistently, fairly, equally and equitably.

The policy should include procedures to measure its effective communication, its consistent application, and the community's perception of it.