

Holy Trinity Rosehill CofE (VA) Primary School



Governors' Written Statement of Behaviour Principles

Status	Date
Date Issued:	Autumn Term 2017
Prepared by:	Schools HR Advisory Service - SBC
Review date:	Summer Term 2021
School Name:	Holy Trinity Rosehill CofE VE Primary
Date Adopted by Governing Body:	6 th December 2018

SCHOOL ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its pupils.

SCHOOL AIMS

- Give high priority to the spiritual development of pupils, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.
- Encourage strong links between school, home and church and prepare pupils for life in the wider community.
- Encourage respect for other people's property, the school and the local surroundings.
- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.
- Make learning fun.
- Create a strong ethos where children can achieve their potential.
- Develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.
- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others.
- Show a caring attitude towards all children and adults concerned with the school.

Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school's **Personal Development, Behaviour and Welfare Policy** by providing a written statement of behaviour principles, taking into account the needs of all pupils. Before providing this statement, the governors have consulted the Head Teacher, staff, parents or carers of pupils, and the pupils themselves.

The purpose of the statement is to advise and guide the Head Teacher in drawing up the Personal Development, Behaviour and Welfare Policy by stating the principles which governors expect to be followed. It follows the guidance issued by the Department for Education in September, 2012, and will be reviewed in line with the behaviour policy review, and in response to any changes in legislation and DfE guidance.

Principles

Holy Trinity Rosehill Primary is a voluntary aided CofE School. As such, the Governing Body believe that the Personal Development, Behaviour and Welfare Policy should be underpinned by the ethos of the School and it should seek to embrace and carry forward the School's Mission Statement: Love God, Love Learning, Love Each Other.

Statement in Practice

The Personal Development, Behaviour and Welfare Policy should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole school community. It is recognised that the application of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governors expect the behaviour policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

The Personal Development, Behaviour and Welfare Policy must also comply with section 89 of the Education and Inspections Act 2006.

Contents of the Policy

Behaviour Policy includes the following:

- The school's Christian values
- Examples of behaviour to be encouraged
- Examples of inappropriate and unacceptable behaviour
- A clear explanation of the systems of Rewards and Sanctions

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Head Teacher in respect of the following: teachers' powers to search, to use reasonable force, and to discipline pupils for misbehaviour outside school; pastoral care for school staff; and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. The Governors recognise that occasions will arise when, for the protection and safety of the whole school community, it will be necessary to employ such measures. However, these measures are to be considered extreme, to be employed in exceptional circumstances and always in accordance with the specific guidance issued by the DfE.

It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers.

The Governors believe that it is by working together with staff, parents and pupils we will encourage children to become independent, contributing and responsible members of society.

References:

<http://www.legislation.gov.uk/ukpga/2006/40/section/88>