

# 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 2025                      |
| School Name:                    | Holy Trinity Rosehill CofE VE Primary |
| Date Adopted by Governing Body: | 6 <sup>th</sup> December 2018         |
| Date reviewed by Governing Body | February 2022                         |

### Our school vision



*"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, **let your light shine** before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16*

We are proud to be a Church of England School with a vision for everyone to 'let your light shine' as found in Matthew 5:16 (the Sermon on the Mount). We value everyone in our school as unique individuals with skills and talents which we nurture and seek opportunities for them to grow. We strive to provide everyone with the skills they need to flourish in God's beautiful world.

Everyone in our school has a voice and is truly valued for all that they bring to our school family and the wider world.

### **We work together to encourage everyone to let their lights shine brightly by:**

- providing a welcoming, happy and safe learning environment where every child is allowed the freedom to explore, to make mistakes and to grow
- embracing learning and all of the joy it brings
- celebrating our diverse school community and the opportunity for everyone to thrive and flourish
- providing encouragement and support to all our children, families and community with well-being at the core of our school
- preparing our children with skills and values for life
- offering a rich and varied curriculum enabling our children to discover the wonders of God's creation and the value of everyone
- seeking opportunities for our children to contribute positively to our school and local community

As a Church school we believe everyone is made in the image of God. We value our school and our community as places where love can flourish. Our distinctive ethos is found in our values, our collective worship, our teaching of Religious Education and our curriculum. Our ethos is the heart beat of our 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 Behaviour Policy should be underpinned by the ethos of the School and it should seek to embrace and carry forward the school's vision 'let your light shine'.

## Statement in Practice

The Behaviour 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 Behaviour 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 and vision
- ☑ Examples of behaviour to be encouraged
- ☑ Examples of inappropriate and unacceptable behaviour

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>