

Governors' statement of behaviour principles

Under the Education and Inspections Act, 2006, the governing body is mandated with providing a written statement of general principles relating to behaviour and discipline, taking-into-account the needs of all pupils.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour policy by stating the principles which governors expect to be followed.

This statement and the Behaviour Policy will be reviewed on a three-yearly basis unless changes at national or local level necessitate an exceptional review.

As a Voluntary-Controlled Church of England School we operate and make all decisions in line with our vision and values. The Governors believe that high standards of behaviour are essential for the school's success. The governing body have drawn on our vision and values when deciding the following principles.

They believe that these standards are best achieved through the consistent teaching of three-simple school rules: Ready, Respectful and Safe by emotionally safe adults. and insist that all staff, parents and pupils understand them, and that they are adhered to consistently across the school.

Harrietsham Church of England Primary – Behaviour Principles:

1. Emotional Safety

- We are an emotionally safe school.
- We provide an environment that is emotionally safe for everyone: inclusive, equitable and driven by the highest expectations of behaviour and attainment.
- We provide predictable, safe and supportive relationships for all members of our school family.
- The safety, security, and care of all children and adults are paramount.

2. Christian Ethos

- Our school environment is warm, nurturing, welcoming and inclusive for all children and adults.
- All members of our school community apply our Christian values in their everyday conduct.
- Our behaviour policy follows our vision – “Nurtured We Flourish”.

3. Three School Rules

- We are “strong on boundaries, big on heart”. We hold very high expectations of our children's behaviour but we do this using a trauma informed approach.
- We teach our children to uphold and embody our school rules: Ready, Respectful, Safe.
- These rules are modelled, explained and embedded through staff routines, visible and predictable adult behaviour and shared language.
- Each rule is broken down into observable behaviours relevant to different school spaces and our rules form the language in which we structure all conversations about behaviour.

4. Intrinsic Motivation – Positive Noticing

- We encourage positive behaviours through positive noticing. Staff focus on noticing safe, ready and respectful behaviours and moments of relational growth.
- We reward so that our children develop intrinsic motivation.

5. Restoration and Repair

- Staff hold the highest expectations of our children – including of their behaviour.
- Relational responses to behaviour avoid shame, are consistent and are anchored in our three school rules.
- Staff prioritise prevention.
- If our school rules are not followed: Where consequences are necessary, they aim to restore relationships, repair harm and they are seen as an opportunity to support future behaviour to prevent the same behaviour repeating itself.
- The layers of support provided to children who do not follow our rules may be different, according to their differing needs.

6. Working in Partnership

- Parents and carers receive regular updates about their child's behaviour.
- We work in partnership with our families to best support our children. Governors expect parents to work in partnership with the school to support their children.

7. Suspensions

- We take all incidents of violence, abuse or discrimination extremely seriously. These are always investigated and responded to fairly. Our approach remains relational and restorative wherever possible while safeguarding the safety and dignity of all.
- Suspensions, particularly permanent exclusions, are only used as a last resort and where all other methods of support for a child have failed.