



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

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| Document Reviewed | September 2020 |
| Parental Consultation | Not required 2020/21 |
| Approved by ASPIRE GB | 22 September 2020 |
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| 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:

Leeds and Broomfield Church of England Primary School

“As many hands build a house, so many hearts make a school.”

(Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

At Leeds and Broomfield we build strong foundations for the children, staff and all stakeholders to learn, flourish and fill their hearts with God’s love. Everyone is important valued and needed to make Leeds and Broomfield grow. We give a quality all round education which develops the whole child; If the rain came we would not fall down. Our school Christian Values support the development of the children and all within the school and local community. In the spirit of our vision and values all pupils are included, valued and respected. We support the pupils in talking about their feelings and giving them strategies in order to cope and survive in life today.

Ulcombe Church of England Primary School

“Unity and diversity in the body – one body, many members.”

(Corinthians Ch 12 12-27)

HOPE RESPECT ENDURANCE TRUST

At Ulcombe Church of England Primary School endurance plays an important role in both our social learning and cultural ethos, where children aspire to be the best they can be. Diversity is the key to our curriculum and opportunities to progress and succeed both academically and as individuals are provided – many members working in unity with respect for each other. Hope is at the heart of our school community and is explicitly shown by both children and adults in our school, regardless of where the path of life leads them. Through God’s love and trust each individual learns the skills important for them but also adds value to the community as a whole.

We are Ulcombe Church of England Primary School and each one of us is a part of it!

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.