



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

Latest document history

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Review Frequency:

Annually

Next Review due:

September 2026

*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 & 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 school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

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

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

*"One body, many members, learning together surrounded by God's inclusive love."  
(Corinthians 12:12-14)*

**TRUST      RESPECT      HOPE      ENDURANCE**

## 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.