



## Governor's statement of behaviour principles

Approved by: Full Governing Board	Last reviewed on:
Date: 8 November 2022	Next review due by: November 2025

*At Silverhill, we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations. The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.*

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Board therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

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.

This is a statement of principles not practice. It is intended that this set of principles reflects the school values, vision and ethos and is utilised to guide the Head teacher in drawing up the whole school behaviour policy.

There is an expectation that policy and the actions within be in accordance with the school responsibilities under equality legislation

### **1. Purpose**

The purpose of our behaviour policy is to illustrate that we have adopted a behaviour focussed curriculum. Our behaviour curriculum provides all stakeholders of Silverhill Primary School with an appropriate code of conduct, which encourages our school to internalise a set of key values. In response, our children become happy and successful, celebrate their individuality and be given opportunities to follow their passions and strengths.

This policy should be read in conjunction with our Safeguarding (Child Protection) Policy.

### **2. Aims and Values**

Our main aim is to provide quality experiences in all aspects of school life.

We aim to create a warm and welcoming environment that cultivates a respect for the rights and needs of children and adults, irrespective of race, gender, age, sexuality, religion or disability, and feel valued, listened to and respected.

We aim to be actively involved in the learning of our children. Therefore, we provide a range of broad, creative and balanced learning opportunities, which adhere to the National Curriculum. We use constructive feedback to signal when a child's efforts are valued, which also avoids alienation and disaffection.

We aim to develop self-discipline and the ability to self-regulate the choices and decisions our children make, to promote pupils development of effective learning behaviours. Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.

We aim to maintain high aspirations and expectations of our children, in the anticipation of fostering independent, reflective and lifelong learners.

We aim to promote this through our whole school values:

Strength  
Perseverance  
Integrity  
Respect  
Independence  
Teamwork

Also through the key British values

Mutual respect and tolerance of those with different faiths and beliefs  
Democracy  
Rule of Law  
Individual Liberty

### **3. Key Principles**

1. Every child has the right to learn, but no child has the right to disrupt the learning of others.
2. Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
3. The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect to enable children to become confident, resilient and self-assured learners.
4. It is expected that all adults (staff and volunteers) will provide positive models of behaviour and the principles of fairness and justice in all aspects of school life.
5. We will seek to give every child a sense of personal responsibility for their own actions.
6. We will communicate expectations of behaviour clearly.
7. Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on fostering good home-school relationships to promote good behaviour.
8. Early support and intervention will be issued at the earliest opportunity;
9. Strategies will be recorded, where there is a high level of concern, on CPOMs (Child Protection Online management System).
10. We will seek advice and support from appropriate outside agencies.
11. We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
12. There will be a corporate approach but with due regard for individual circumstances.
13. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. Any exclusion should be issued with guidance from the Local Authority.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities, including Breakfast and After School Club, educational trips and visits (residential and non-residential) and when travelling to and from school.

The governing board also emphasises that violence or threatening behaviour or abuse by parents or pupils towards the school staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if they continue to cause disturbance, they may be liable to prosecution.

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

Reviewed and adopted by Governors: 8 November 2022

To be reviewed by Full Governing Board: 8 November 2025