



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

Document Reviewed	September 2020
Parental Consultation	Not required 2020/21
Approved by ASPIRE GB	22 September 2020
Review Frequency:	Annually
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.

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.