



# Little Gaddesden

## C. of E. Primary School



Approved: October 2019

Review by: October 2022

### GOVERNING BODY BEHAVIOUR PRINCIPLES

#### Background

Section 88 (2) of the Education and Inspections Act 2006 requires governing boards to make, and from time to time, review a written statement of general principles based on statutory guidance from the DfE to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

#### Introduction

The governing body behaviour principles are embedded within the school's Christian Vision Statement. This was developed following consultation with staff, parents and pupils and is reviewed annually by Governors.

In summary, the school's vision is for all pupils to become "creative thinkers, confident individuals, independent learners, gaining excellent results. On a day-to-day basis, pupils and staff are guided by the school's "Golden Rules". As a Church of England School, they are based on Christian values and give children an enduring moral compass, as well as underpinning their spiritual, social and cultural development.

The school's behaviour policy enables pupils to experience first-hand what key values mean (including democracy, the rule of law, individual liberty, and mutual respect and tolerance) and how to live by them on a daily basis.

The full vision statement is available on the school website and the "Golden Rules" are explained in more detail in the Behaviour Policy.

#### 1.1 The Aims of the School.

At Little Gaddesden Primary School we aim to establish a safe, supportive working environment in which learning without disruption is a right for all pupils and teachers and where children can achieve their full potential. This is an environment in which children are:

- Encouraged to live out our Christian Vision
- motivated to achieve within a broad and balanced curriculum
- challenged by high expectations
- encouraged to be active, caring and self-disciplined members of the school community
- helped to develop spiritual and moral awareness.

#### 1.2 To do this we will provide opportunities for each child to:

- work effectively with others and to become increasingly responsible for their own learning
- form and maintain effective, fulfilling relationships based on respect for themselves and others at home, school and in the community
- develop the ability to relate to others and work for the common good

- combat racism and promote equal opportunities through teaching and learning about fairness, justice, rights and responsibilities and through developing an understanding and appreciation of diversity
- respond positively to opportunities, challenges and responsibilities and to cope with change and adversity.

The principles need to be supported and observed by all members of the school community – teachers, non-teaching staff, parents and children. They establish the agreed ways in which all members of the school community will contribute to the learning environment.

### **1.3 We aim that all children:**

- show respect for others e.g. listening, taking turns, working co-operatively
- act with consideration towards each other
- tell the truth
- take personal responsibility for actions
- show self-discipline
- foster a sense of community
- help others when necessary
- show respect for property

### **1.4 The following behaviours are not accepted:**

- Bullying, whether physical, verbal or exclusive
- Racist, sexist or homophobic behaviour
- Using foul or unacceptable language
- Rudeness or aggression
- Damaging property
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

We believe that everyone within the school community has the right to respect from others, the right to learn or to teach and the right to feel safe. With these rights go responsibilities – to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people's property and to look after the school buildings, furniture and equipment. Children are encouraged to take on these responsibilities and be responsible for their own behaviour when the desired behaviour is not exhibited. Children are also encouraged to be independent - to learn how to sort out problems by themselves and know when and how to seek adult intervention.

### **1.5 Behaviour Policy**

The School's Behaviour Policy sets out how these principles are applied in practice, using the Hertfordshire STEPS approach. Governors support the power to use reasonable force when necessary as advised in the DfE guidance on the use of reasonable force. "Use of reasonable force – advice for headteachers, staff and governing bodies: DfE (July 2013). It is noted that this is non-statutory guidance.