



**Woodbrook Vale School  
Policy Document**

**Statement of Behaviour Principles**

**Date approved by Governors:** 21 February 2018

**Review Date: Every 3 Years** Spring 2021

Headteacher's Signature: ..... Date: .....

Print name: Gary Peat

Chair of Governor's Signature: .....Date: .....

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## Contents

	<b>Page</b>
Written Statement of Behaviour Principles	1
Principles	1/2

# Behaviour Principles Policy

## Written Statement of Behaviour Principles

Statement of General Principles with Regard to Behaviour Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication *Behaviour and Discipline in Schools: a Guide for Headteachers and Staff*.

### Principles:

- The Governing Board believe that high standards of behaviour lie at the heart of a successful school that enables:
  - (a) all its children to make the best possible progress in all aspects of their school life and work and
  - (b) all staff to be able to teach and promote good learning without undue interruption or harassment arising from poor student behaviour.
- All students' and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- Woodbrook Vale School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). To this end the school must have a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents and subsequent actions recorded. Measures to protect all members of the school community from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
- The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour and Rewards Policy and made known to all staff.

- Parents / carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of children, parents / carers and all school staff with respect to children's behaviour must be outlined in the Home School Agreement which children, parent / carers and teachers must be asked to sign when a student joins the school.
- All students shall comply with the School Rules, which are clearly stated in the Behaviour and Rewards Policy and contained within the Home-School Agreement. These set out expected standards of behaviour, and should be displayed in all classrooms and other relevant parts of the school, and shared with and explained to all children. The governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour and Rewards Policy and regularly monitored for their consistent, fair application and effectiveness.
- Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour and Rewards Policy so that children, staff and parents can understand how and when they are applied.

The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and children know that sanctions can be applied in these circumstances.

## **Review**

This Statement of Principles will be reviewed every three years, or as necessary. The School Behaviour and Rewards policy will be reviewed and shared with governors *annually*.