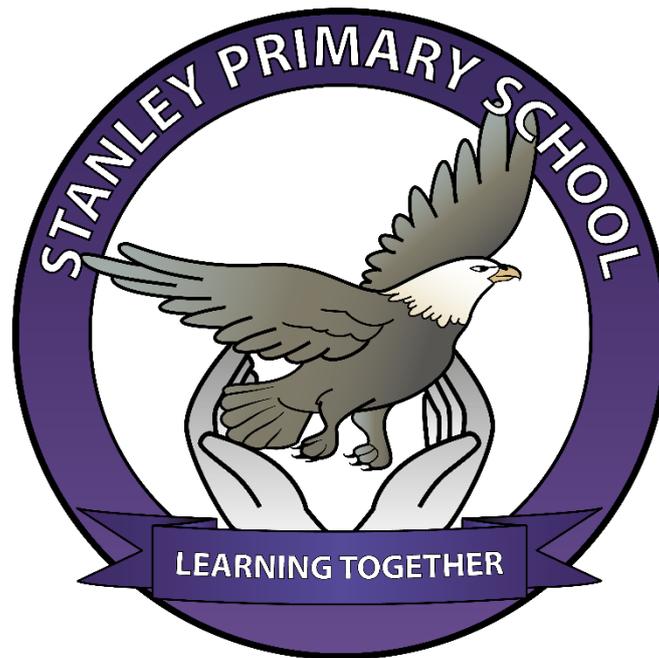


# STANLEY PRIMARY SCHOOL



## WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES 2024

Approved by:	Full Governing Board	Date: March 2023
Last reviewed on:	January 2024	
Next review due by:	January 2025	

# WRITTEN STATEMENT OF BEHAVIOUR

## PRINCIPLES 2024

This statement has been compiled in accordance with the Education and Inspections Act (2006) and DfE Guidance. It sets out the framework for the school's Behaviour Policy, considering the needs of all pupils.

This is a statement of principles, not practice. Practical application of these principles is the responsibility of the Headteacher. The Governors expect any policy to be in accordance with responsibilities under equality legislation. The statement will be reviewed every three years, unless national or local change necessitates an exceptional review.

The Governors of Stanley Primary School believe that high standards of behaviour lie at the heart of ensuring that children make the best possible progress in all aspects of their school life. At Stanley we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, mutual respect, fairness, equality and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

### Principles

- All pupil, staff and visitors have the right to feel safe at all times in school. There should be a mutual respect between staff and pupils and between each other. All visitors to school should feel safe and free from the effect of poor behaviour.
- Stanley Primary School is an inclusive school and everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Standards of behaviour are set out in the school behaviour policy and should be consistently applied by all staff

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- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
  - Adults in school should model, maintain and encourage and promote positive behaviour and the principles of fairness and justice.
  - High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
  - The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
  - Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

**As a school we adopt the following key principles:**

- We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school. The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.