

# Written Statement of Behaviour Principles

## Waddesdon Village Primary School – *a Pathway to Excellence*



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| <b>Written by:</b>         | Sarah Leslie    | <b>Date:</b> September 2025 |
| <b>Approved by:</b>        | Laura Forchione |                             |
| <b>Last reviewed on:</b>   | September 2026  |                             |
| <b>Next review due by:</b> | September 2027  |                             |

The statement is available upon request from the school office and can be found on the school website.

### **Purpose**

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour and relationship 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 and Senior Leadership Team to draw up the school's behaviour policy, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in the DfE publication 'Behaviour and Discipline in Schools: a Guide for Headteachers and Staff'. The school behaviour policy must be publicised, in writing, to staff, parents and children at least once a year. The Behaviour Policy aims to underpin the Governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

The Governors at Waddesdon Village Primary School, believe that high standards of behaviour lie at the heart of a successful school that enables children to make the best possible progress in all aspects of their school life.

As a school we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, equity, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

### **Principles:**

- The Governors of Waddesdon Village Primary School believe that high standards of behaviour lie at the heart of a successful school that (a) enables 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.
- All children are encouraged to take responsibility for their own actions and to understand the consequences and impact of their actions on others through adopting a restorative approach.
- All children 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.
- Waddesdon Village Primary 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 recorded. Measures to protect children 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 pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
- Parents 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 and all school staff with respect to children's behaviour must be outlined in the Home School Agreement which children, parents and teachers must be asked to sign when a pupil joins the school.
- The school's expectations should be clearly stated in the Behaviour and Relationship Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all children. Where possible the idea of 'public praise, private sanction' should be adopted by all staff. The Governors expect the expectations 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 Relationship Policy and regularly monitored for their consistent, fair application and effectiveness.
- Before sanctions for unacceptable/poor behaviour are given, pupils should be reminded about making good choices and given the opportunity to change their behaviour. If poor choices continue pupils should take part in a restorative activity/conversation to reflect on the impact of their actions. All sanctions 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 Relationship Policy so that children, staff and parents can understand how and when they are applied. Where possible the idea of 'public praise, private sanction' should be used by all staff. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the needs of individual pupils. The Headteacher and Senior Leadership Team are expected to use their discretion in their use.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour and Relationship Policy or as a policy in its own right but referred to in the Behaviour and Relationship Policy.
- 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.