



## Shipton Bellinger Primary School

### Governors' Written Statement of Behaviour Principles

#### Legal and statutory context

Spring 2025

1. The Governing Body is required to publish a written statement of behaviour principles to guide the headteacher in determining measures to promote good conduct, self-discipline and respect, and to safeguard pupils' welfare.
2. The Behaviour Policy and any measures taken under it must be compatible with the school's safeguarding duties and read alongside relevant statutory guidance (e.g., *Keeping Children Safe in Education*), equality legislation and the school's related policies.

#### Vision, values and ethos

3. The governing body expects the behaviour culture to reflect and promote the school's STAR values—Safe, Together, Achieve, Respect—so that everyone can “grow and achieve together” within a respectful learning environment.
4. Behaviour is understood as a form of communication. The school's approach will be inclusive and relational, building positive relationships, belonging and mutual respect.
5. Governors expect behaviour to be taught and modelled—as part of a whole-school curriculum for character and conduct—so that pupils learn self-regulation and responsibility over time.

#### Core principles that must underpin the Behaviour Policy

6. **Positive, educative and preventative first**
  - Recognition of positive behaviour will be systematic and prominent; praise and celebration should significantly outweigh censure.
  - The environment and routines will be intentionally designed to reduce behavioural risk and enable success.

- The 5R framework guides the school's practice—Recognition, Regulation, Relationship, Reflection, Response—and must be evident throughout the Behaviour Policy and its implementation.

## **7. High expectations and consistency**

- All adults will model the standards expected of pupils; language and responses will be consistent, persistent and insistent while maintaining dignity and respect.
- Every child has the right to learn; no child has the right to disrupt the learning of others.

## **8. Relational and restorative responses**

- Where behaviour falls short, consequences will be consistent, proportionate and restorative, helping pupils understand impact, repair harm and re-engage with learning.
- A fresh start principle will apply after consequences are completed.

## **9. Inclusion, SEND and reasonable adjustments**

- Behaviour expectations apply to all; however, responses must be equitable, taking account of individual needs (e.g., SEMH) and using personalised plans (e.g., IBMPs), therapeutic timetables and targeted interventions (ELSA, Thrive, PBS, EP) where appropriate.

## **10. Safeguarding and safety**

- Every pupil understands that they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- The Behaviour Policy will support safeguarding, including safe spaces for regulation (e.g., calm-down room), and clarify when reasonable force or restrictive physical intervention may be used to prevent harm, in line with separate school policies and statutory guidance.

## **11. Bullying and discriminatory behaviour**

- All pupils, staff and visitors are free from any form of discrimination.
- There is zero tolerance for bullying, harassment or discrimination. The policy will define bullying, set out preventative education (including curriculum/assembly work), reporting, recording, support for those affected and fair, proportionate actions for those who bully.
- Violence or threatening behaviour will not be tolerated in any circumstances.

## **12. Partnership with parents and carers**

- The school will work openly with parents/carers, sharing expectations, celebrating success and engaging them early where concerns arise; communication should be clear, timely and constructive.

### 13. **Recording, monitoring and evaluation**

- Significant incidents, patterns and interventions will be recorded (e.g., CPOMS) and reviewed by staff and leaders to inform support, ensure consistency and evaluate impact.
- Governors expect routine monitoring and an annual review of policy effectiveness by the Senior Leadership Team, with findings reported to the governing body.

### 14. **Escalation and exclusions**

- When necessary, the Behaviour Policy will outline fair and transparent escalation, including suspension or exclusion only as a last resort, and in line with current government guidance and the school's separate procedures.

### **Expectations of roles**

15. **Headteacher** – to determine and implement measures that realise these principles; ensure staff training and consistent practice; report to Governors on behaviour culture, data and impact.
16. **Staff and volunteers** – to fully understand the behaviour policy, embody the values, teach behaviour explicitly, use agreed relational and restorative approaches, and apply expectations consistently across all settings, including unstructured times. Staff and volunteers always set an excellent example to pupils.
17. **Pupils** – to understand the Behaviour Policy, live out the STAR values, take responsibility for their choices and contribute to a safe, respectful community.
18. **Parents/carers** – to work in partnership with the school to promote and support positive behaviour and attendance, and to engage with plans where additional support is needed.

### **Associated policies and documents**

19. Inclusive and Relational Behaviour Policy (Spring 2026) and linked procedures (e.g., Restrictive Physical Intervention; Anti-Bullying and Aggressive Behaviour; Suspensions and Exclusions; Safeguarding/Child Protection).
20. To be review yearly in conjunction with the Inclusive and Relational Behaviour Policy.