



## **Cop Lane C.E. Primary School**

### **Governing Body Written Statement of Behaviour Principles**

This statement was written and approved by the Governing Board. It will be reviewed annually in line with the school's Behaviour Policy.

#### **Our Mission Statement**

*A welcoming Christian community, committed to one another, giving our very best at all times.*

#### **Our Distinctive Christian Vision**

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instil a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

*'I can do all things through Christ who strengthens me.'*  
*Philippians 4.13*

#### **Our School Aims**

Aims reflect our beliefs and values and represent our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world.

Cop Lane aims are embedded within our core Christian values of: service, peace, trust, forgiveness, hope and thankfulness. At our school, we seek to provide a safe, caring and stimulating environment for our children. Opportunities are provided to enable our children to experience life in all its fullness, as stated in our mission statement - living, loving, learning safe in the understanding that they are each precious in God's sight. We intend our pupils to acquire the skills and knowledge that will enable them to develop every dimension of themselves; to be confident and willing, caring and concerned, committed to their own development and yet aware of their responsibilities to others.

These are the aims of our school:

- We seek to help the children to develop a personal relationship with God through Jesus.
- Daily life in school, in ethos and interactions are underpinned by our Mission Statement and the Gospel values that Christians seek to follow.
- We provide an education for the development of the whole child – intellectual, social, spiritual, moral, physical and emotional.

- Understanding that we are all part of God's family, we celebrate the uniqueness and diversity of all children, identifying, recognising and seeking to develop in each their own particular skills, abilities and talents.
- Our children are challenged and supported to develop their abilities and strengths, whilst encouraging them to overcome their weaknesses and difficulties.
- A safe environment is provided, where all children are treated equally with respect and understanding.
- All our pupils will be encouraged to apply self-discipline, and we will provide opportunities for them to develop a sense of responsibility in school and in the wider community.

At Cop Lane C.E. Primary School we will:

- Care for your child's safety and happiness.
- Encourage your child to do his/her best at all times.
- Praise and reward progress or achievement.
- Encourage your child to take care of other people and the surroundings.
- Inform you regularly of your child's progress.
- Inform you of concerns which may be affecting learning/and or behaviour.
- Inform you of school activities through regular letters.
- Contact you if there is a problem with attendance, punctuality or equipment. Be open and welcoming; offer you opportunities to become actively involved in school life.

### **Rationale and Purpose**

1. This Statement has been drawn up in accordance with the Education and Inspections Act 2006, Education Act 2011, Use of Reasonable Force Advice July 2013 and DfE guidance (Behaviour and Discipline in Schools).
2. The purpose of the 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 pupils in the 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.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: advice for Headteachers and school staff (February 2024).
4. The Behaviour Policy is publicised to staff and families on the school website.

### **Principles**

1. The Governors of Cop Lane C.E. Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all the pupils 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.

2. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. 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.
3. At Cop Lane C.E. Primary School all members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Bullying (Anti-bullying) Policy that is known and understood by all, consistently applied and monitored for its effectiveness.
4. All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice whether it be racial, ethnic, gender sexual orientation, religious belief (or lack of belief), ability or background.
5. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
6. Parents/carers should be encouraged and helped to support their children's education, just as the pupils are 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 pupils, parents/carers and school staff with respect to pupils' behaviour are outlined in the 'Home School Agreement' which pupils and parents/carers are asked to sign when a pupil joins the school.
7. The school's expectations are clearly stated in the Behaviour Policy. This 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 pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
8. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.
9. Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
10. The Behaviour Policy sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if

they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

11. The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

a. Screening and searching pupils: the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.

b. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain by whom, how, when pupils may be restrained. Governors understand that all school staff hope that they won't have to use reasonable force, but as they have a duty of care towards their pupils some situations may leave them with little choice. Physical restraint/positive handling/use of force will only be used as a last resort and by staff members who will use their professional judgement of the incident to decide whether this is necessary. Staff receive annual reminders/updates (and training as needed) relating to behaviour policy and procedures.

**This policy was adopted by the Governing Body in Autumn 2019.**

**It was reviewed in Autumn 2024. It will be reviewed again in Autumn 2025.**

Signed:

*I. P. Ashmore*

Date: September 2024