

BEHAVIOUR PRINCIPLES STATEMENT

FOR

ST.ANDREW'S COF E PRIMARY SCHOOL / FEERING
COFE PRIMARY SCHOOL (ASAT)



	NAME	CONTACT DETAILS
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CHAIR OF THE TRUST	Mike Gee	m.gee@asat-cofe.com
Date: 14.10.25..... Signed: L. Allen.....		

Aims

The following statement aims to fulfil the need for our Trust Board to produce and regularly review measures to promote good behaviour. It should be read in conjunction with the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy
- Behaviour & Relationships Policy
- Code of Conduct

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Introduction

All Saints Academy Trust believes that in order for our pupils to 'Love Life and Learning', high standards of behaviour need to be a priority. We value the preciousness of each and every member of our community. Our Learning For Life Behaviours are theologically rooted. They underpin all of our rewards and sanctions and support the development of our pupils to become valued and responsible members of our community and society in general. Our Going for Green system is based on guiding children to make positive behaviour choices

and restorative, aiding children in feeling they can be forgiven and play a positive role in putting things right should they make a wrong choice. The idea that each day is a new opportunity is especially important for very young children. We understand the need for strong, mutually respectful relationships to be in place in order to support good behaviour.

The purpose of this statement is as a vehicle for Trustees to guide the development of practice and policy for behaviour and the management of behaviour, rewards, sanctions and codes of conduct. The Headteacher has a duty to publish this statement on each Trust School's website.

The associated policies, including the Behaviour and Relationships Policy, will be guided by this statement and the latest DfE guidance (January 2016).

Principles

- All children, staff and visitors understand they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Our Trust is an inclusive Trust, pupils, staff and visitors have a right to be free from any form of discrimination or harassment
- Children are encouraged to embrace our six Learning for Life behaviours in every aspect of school life, they are asked to notice these, acknowledge demonstrations of them and support their peers in being guided by them.
- Learning for Life behaviours are displayed in every classroom and our school entrance, visitors are met with examples of these within our school ensuring they understand the importance they hold for our community.
- Children are involved in rule making, expectations are applied consistently to allow pupils to know where they stand. Red/ Amber and Green charts are in every class and this approach aids transition for our pupils.
- Rewards come in many forms and these are fairly and consistently applied, in such a way as to encourage good behaviour choices.
- Trustees understand that rewards and sanctions must have a regard to the individual pupil and individual situation and the Headteacher is expected to use discretion in their use. Sanctions should however, be applied fairly, consistently and proportionally and reasonably taking into account Special Educational Needs, Disability and Vulnerability. Support and assessment should be provided where necessary for pupils who display continued disruptive behaviour.
- We expect our children to play their part in creating learning spaces that allow others to learn.
- Trustees believe that exclusion, particularly those which are permanent, must be used as a last resort. The Exclusions Policy explains that

exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Trustees wish to make clear that violence, threatening behaviour or abuse by pupils or parents towards our school staff will not be tolerated. The school may ban parents from the school's site if they can not conduct themselves properly and continued disturbance may lead to prosecution.
- Staff and volunteers set an excellent example to pupils at all times.
- The Behaviour and Relationships Policy is understood by pupils and staff.
- Pupils are helped to take responsibility for their actions and see behaviours as choices.
- Families are involved in behaviour incidents to foster positive and supportive relationships between the school and pupils' home life.
- Further guidance and clarification for staff on the powers to search, use reasonable force and to discipline children outside school will be offered through training and the policies above.

This written statement of Behaviour Principles is reviewed and approved by the Trust Board each academic year.