

Chevening (St Botolph's) CE Primary School



Governors' Written Statement of Behaviour Principles

This policy was reviewed: Spring 2024
Governor Approval: 21st March 2024
Review Date: Spring 2026

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In line with our Biblical Vision (Matthew 13: 31-32),

“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

this policy has been developed being mindful of our aim to provide an excellent education and to

- Be true to Christ and His teachings.

- Be known for kind and thoughtful actions and attitudes.

- Be inclusive in serving, sharing and showing God's love to benefit all.

Introduction

The Education and Inspections Act 2006 requires the Governing Body of Chevening (St Botolph's) CE Primary School to make and review a written Statement of Behaviour Principles. This statement underpins the governors' commitment to a school that is nurturing in all its senses, caring for the individual well-being of each child as well as for their learning and personal development.

As a nurturing school, our statement stands in line with the six principles of Nurture, reflecting our school's understanding that:

- Children learn developmentally
- The classroom is a safe base for every child
- Nurture is important to the development of well-being
- Language is a vital part of communication
- All behaviour is communication
- Transition marks important stages in a child's life.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are set out in a range of school policies. This Statement of Behaviour Principles is reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

The Chevening vision

Chevening School's principles reflect the vision and values of the school.

Our Biblical Vision is based on the Parable of the Mustard Seed:

“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

This story of a tiny seed that grows into a capacious tree, capable of providing shelter and sustenance to all, inspires our school ethos, approach and values.

- Be true to Christ and His teachings;
- Be kind and thoughtful in our actions and attitudes;
- Be inclusive and welcoming to everyone.

This vision is also evidenced by the values that permeate all our activities and learning: Compassion, Courage, Faith, Forgiveness, Honesty, Love, Perseverance and Respect.

Not all adults and children in our school share a Christian faith; but everyone should promote and protect the school's inclusive vision and values.

Principles

1. All children, staff and visitors have the right to feel safe at all times at school. Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
2. We want every child to have the opportunity to learn without disruption, in an environment of respect and care for each other
3. All policies should be underpinned by Chevening School's vision and values.
4. Policies should reflect the positive expectations that everyone in the Chevening School community has of each other
5. The school should maintain high and consistent standards of behaviour and respect for all
6. Governors welcome classroom discussion of the school's vision and values, and ask all staff to draw attention to good behaviour wherever they see or experience it
7. Our school should give all children a sense of personal responsibility for their own behaviour and self-discipline
8. We encourage the school to share any concerns about behaviour of pupils with parents and to work in partnership with families
9. Children should expect to receive feedback about their own behaviour, both positive and negative, within the school. Wherever possible, this should be provided constructively and in a way that supports their own reflection and development
10. At all times the school will uphold the principle of non-discrimination, support for those who are vulnerable or in particular need, and its responsibilities under the Equalities Act 2010.

