

Chevening (St Botolph's) CE Primary School



Governors' Written Statement of Behaviour Principles

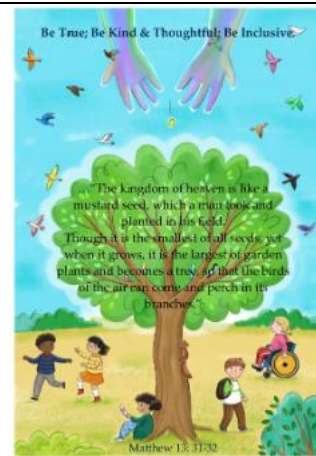
Rooted in the parable of the Mustard Seed

Chevening's vision is to be a place of nurture and growth for every child, our school family and the wider world

At Chevening all can find shelter, strength and purpose through God's love and Christ's teachings. We seek to see everyone flourish spiritually, socially and academically.

We will achieve this by being:

- ◊ True to Christ and His teachings
- ◊ Known for kind and thoughtful actions and attitudes
- ◊ Inclusive in serving, sharing and showing God's love to benefit all.



Our school is a nurturing school; our policy is also developed in line with the six principles of Nurture reflecting the 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 means of communication; All behaviour is communication; Transition marks important stages in a child's life.

This policy was reviewed: Spring 2026

Governor Approval: 7 May 2026 (Steering) and *ratified at FGB 20 May 2026*

Review Date: Spring 2028

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Governors' Written Statement of Behaviour Principles

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.

Principles

1. Bullying or harassment of any description is unacceptable, even if it occurs outside normal school hours. All children, staff, parents, and visitors should be safe, at all times in school.
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 rewards and sanctions should be applied fairly and consistently, taking account of SEND and the needs of vulnerable children.
4. The school should maintain high and consistent standards of behaviour and respect for all.
5. Policies should reflect the positive expectations that everyone in the Chevening School community has of each other.
6. Governors encourage 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. The Home/School Agreement should ensure that parents/carers are held responsible for supporting their child's education.
9. It is expected that all adults – staff, volunteers, parents and governors – will set excellent examples to the children.
10. Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school, fostering good relationships between the school and pupils' home life.
11. Children should expect to receive feedback about their own behaviour, both positive and negative. Wherever possible, this should be provided constructively and in a way that supports their own reflection and development.
12. At all times, the school will uphold the principle of non-discrimination, support those who are vulnerable or in particular need, and fulfil its responsibilities under the Equalities Act 2010.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school. This statement will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.