



## **SHERWELL VALLEY PRIMARY SCHOOL**

### **Governors' Statement of Behaviour Principles**

#### **Rationale and Purpose**

This statement has been drawn up in accordance with the Education and Inspections Act 2006, Department for Education (DfE) guidance (*The School Behaviour Policy: The Role of the Governing Body*), and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in developing the school's Behaviour Policies (Relationship Policy, Anti-Bullying, and Suspension and Exclusion Policy). These policies should reflect the shared aspirations and beliefs of governors, staff, parents/carers, and pupils while ensuring compliance with relevant laws and guidance. Staff should feel confident that they have the full support of the governing body when adhering to these principles.

This document is a statement of principles, not practice. It is the responsibility of the headteacher to formulate the Behaviour Policies for Sherwell Valley Primary School. However, these policies must align with the principles outlined in this statement.

In addition, the headteacher is expected to consider the guidance in the DfE publication *Behaviour and Discipline in Schools: A Guide for Headteachers and School Staff* (January 2016).

The Behaviour Policies must be published annually in writing to staff, parents/carers, and pupils and made available on the school website.

#### **Our Behaviour Principles**

Our principles reflect Sherwell Valley Primary's core values, our commitment to the United Nations Convention on the Rights of the Child, and our curriculum drivers.

1. **Inclusivity and Equity**
  - Sherwell Valley Primary is an inclusive school where everyone should feel free from discrimination, harassment, or victimisation of any kind.
  - Equity means ensuring everyone receives the support they need to achieve their potential.
2. **Safety and Well-Being**
  - Everyone has the right to feel safe at all times.
  - Bullying or harassment, including incidents occurring outside school hours, is unacceptable.
3. **Valuing Each Child**
  - Every child should be educated in an environment where they feel valued, listened to, and respected.
4. **Accountability and Reflection**
  - Pupils should be encouraged to take responsibility for their actions and understand their impact on themselves and others.
  - Consequences should help pupils reflect, learn from situations, and, where possible, make amends.
5. **Building Emotional Resilience**
  - Children should be supported in developing self-discipline, empathy, and emotional resilience through the cultivation of effective self-regulation skills.
6. **Role of Adults**
  - Adults in the school should model, uphold, and promote positive behaviour while fostering fairness and justice.
7. **High Expectations**
  - Setting high expectations for positive behaviour and attitudes toward learning lays the foundation for pupils to become confident, resilient, and self-assured learners.
8. **Partnership with Parents/Carers**
  - The school should work collaboratively with parents/carers to nurture and promote positive behaviour, seeking advice from external agencies where necessary.
9. **Exclusion as a Last Resort**
  - Exclusion from school is a measure of last resort and will only be issued in accordance with Local Authority guidance.

At Sherwell Valley Primary School, we adopt a restorative approach to behaviour management, rooted in the principles of reflection, accountability, and repair. This approach is underpinned by the PACE model (Playfulness, Acceptance, Curiosity, and Empathy), which fosters positive relationships and emotional resilience. By using PACE, we aim to create a safe and supportive environment where children feel understood and valued. This approach helps pupils to reflect on their actions, understand the impact on others, and work collaboratively to resolve conflicts, ultimately promoting personal growth and a stronger sense of community within the school.

Approved January 2025 by the Governing Body