

Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the Governing Board is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, considering the needs of all children.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles, which Governors would expect to be followed. The policy aims to underpin the Governors' duty of care to children and employees, promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's web site. It is also held in the school office.

This statement and the behaviour policy will be reviewed on a 3-yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our Vision statement.

Creating a culture with strong values:

Informed by research into values-led education, we will foster our four principles of challenge, enjoyment, respect and success through everything we do. We will create a culture in which these values (and others) are explicitly and implicitly taught within a democratic community in which every voice is valued and everyone empowered to be the best that they can be.

The importance of collaboration will be key within the school community – so that together everyone achieves more.

The school's practice is underpinned by fundamental 'Rights'. At Russell, we call them our 'Russell Rights'.

These are: The right to be safe, the right to learn, the right to be happy and the right to be included. These are applicable to everyone: all children and adults at Russell Lower School.

All children, staff and families will be encouraged to contribute ideas about how the school community can enable learning that is 'irresistible'. When children are enjoying their learning, it is achievable yet challenging, and is set within a broad, balanced and ambitious curriculum, they will almost always behave well.

Listening to children and encouraging dialogue, debate and challenge will be central to our whole school approach. We aim to develop this further, so that every member of the community can contribute their views, trusting that their voice will be heard.

Key Behaviour Principles:

- Every child understands they have the right to feel safe, to learn, to be happy and included. They have the right to feel valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- Exclusions will only be used as a last resort
- Children are helped to take responsibility for their behaviour and actions
- Emotion Coaching is used to teach children that it is okay to have 'big feelings', but they have to learn to control their behaviour
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The Governing Board value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.

It is recognised however, that on occasions sanctions are necessary to demonstrate that dangerous or detrimental behaviour is not acceptable; to provide boundaries and make our expectations clear. When children do not meet our expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. There will be times when children do not fulfil our expectations. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for children to learn from their mistakes, we expect far lower than the national average rates of exclusion.

Some children, can experience particular difficulties with behaviour and the school will seek to ensure that such children receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where child behaviour places others at risk, the safety of the child body as a whole is paramount.

The school will always be responsive to the needs of children and will make its expectations of behaviour clear to staff and children. However, given the importance of the safety of children, the Governing Board support the school's authority to permanently exclude for a single offence where it is considered that allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff, and following school policies. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is a vitally important part of building a strong learning community. Similarly, given our duty of care to the children, this written statement applies to all children when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Russell Lower School off-site.

Reviewed Autumn 2025