



Longford Primary Academy

Written Statement of Behaviour Principles of the Local Governing Committee

Agreed: October 2022
Date of review: Summer 2025

The Local Governing Committee at Longford Primary Academy seek to provide a positive learning community in which all are supported to do their best; where all are safe; where all are valued, respected and have a voice.

Mission Statement

Our mission statement, the LGC's value statements and our duties and statutory responsibilities inform this statement of the Governors' principles of behaviour:

HAND IN HAND WE LEARN

We are critical thinkers: *Driven by curiosity, we develop our understanding through collaboration, skilfully exploring and reflecting upon new concepts.*

We are enthusiastic learners: *We readily take on challenges with resilience, as we become resourceful, creative, life-long learners.*

We are responsible citizens: *We are well-informed and make positive contributions to our communities.*

Pupils at Longford Primary should learn to take responsibility for their own good behaviour and take the first steps to becoming a valued member of society.

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools: guidance for governing bodies, 2015).
2. The purpose of the Statement is to provide guidance for the Principal in drawing up the academy's Behaviour Policy so that it reflects the shared aspirations and beliefs of the LGC, staff and parents for the pupils in the academy as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the LGC's support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Principal to draw up the academy's behaviour policy, though they must take account of these principles when formulating this. The Principal is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: advice for headteachers and school staff (2022).
4. The Behaviour Policy must be publicised, in writing, to staff, parents/carers and pupils at least once a year.

Safeguarding Statement

At Longford Primary Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Longford Primary Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect and bullying.

Behaviour Principles

Under the Education and Inspections Act, 2006, the LGC 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, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Principal in drawing up the behaviour and discipline policy by stating the principles that the LGC expect to be followed. The policy aims to underpin the LGC's duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the academy.

The academy will work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong, safe, well-ordered learning community.

All parents/carers are to be made aware of the LGC's written statement of behaviour principles. The statement is available upon request from the school and is on the school web site. This statement is to be reviewed on a three yearly basis, unless changes at national, local level or school level necessitate an earlier review.

We, the LGC of Longford Primary Academy, believe that all members of our academy community should be able to learn and achieve their full potential in a safe, secure, and orderly environment.

We value the strong relationships that exist throughout the academy, which leads to the mutual respect that encourages good behaviour. 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 behaviour 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; and praise and rewards.

It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; the disapproval of the academy community and to deter other pupils from similar behaviour. Pupils must own their own behaviour and understand misbehaviour has consequences. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils 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. Where pupil behaviour places others at risk, the safety of all, and education of the pupil body is paramount: exclusion is the appropriate sanction. Following an exclusion the pupil and parent/carer must meet with a member of the school leadership team and agree a monitoring programme and the consequence of any repeat misbehaviour.

Given the importance of the safety of the pupil body, the LGC support the right of the academy to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy. Similarly, given the overriding need to keep children safe, the academy will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

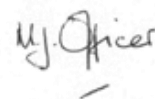
In the event of a parent or their representative, physically or verbally attack a member of staff, the leadership of the academy will take immediate and appropriate action. A physical attack will result in the involvement of the police and the prosecution of the aggressor. A verbal attack will result in the barring of the parent or their representative from the school premises. The permanent exclusion of their child/children may be the result of either a verbal or a physical attack of a member of staff.

Given the LGC's duties and responsibilities, this Written Statement of Behaviour Principles applies to pupils, when in school; engaged in extracurricular activities; when travelling to and from school; on educational visits and when being educated, as a member of Longford Primary Academy, off site, and to the entire Longford Primary Academy community.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- School behaviour and attendance: parental responsibility measures
- Searching, screening and confiscation at school
- School suspensions and permanent exclusions
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- 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



Chair of Governors