

# Behaviour Policy

## And

# Statement of Behaviour Principles



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## 1. Aims

This policy has been written to reflect our agreed statement of behaviour principles (see Appendix 1).

At Whitley Park Primary and Nursery School we are passionate about having a therapeutic approach to managing behaviour. Our aim is to teach behaviour through our '3Rs' curriculum that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mindset.

We have high educational and behavioural expectations of all our pupils. Our strong school ethos and values-based system underpins everything we do at Whitley Park Primary and Nursery School. We want to support our pupils to grow into adults who are polite, respectful and appreciative, and who consider the needs of others. We believe this can be achieved in a safe, enabling environment where pupils feel respected, supported and listened to.

At Whitley Park Primary and Nursery School we recognise that most children self-regulate their behaviour without the need for reminders or intervention. We want to encourage and develop skills in those children who may not behave appropriately; displaying dysregulated, distressed or connection seeking behaviours so they can learn to positively self-regulate their behaviour over time. We aim for all behaviour to be "pro-social".

This policy aims to:

- Provide a **consistent approach** to behaviour management
- To promote systems that build a culture where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.
- To use protective and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions.
- To ensure there is a culture within Whitley Park Primary and Nursery School that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from all staff.
- To inform procedures that create a calm learning environment where pupils can focus and develop effective learning habits.
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren) .
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- To use Vital Relational Functions (VRF's) and 'PACE'(Playfulness Acceptance Curiosity Empathy) as tools for co-regulation when responding to anti-social behaviours as well as part of reparative interventions.

## 2. Legislation and statutory requirements

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

- Mental health and behaviour in schools (Revised November 2018)
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- 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
- The Thrive Approach - Thrive <https://www.thriveapproach.com/>

### 3. Definitions

#### **Conscious Behaviours:**

- Behaviours that we choose because they are successful and effective at meeting our needs. Behaviours that are the result of thought or planning.
- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc. or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
- Children identified via the Thrive-Online profiling system as not yet secure in the 'Thinking' strand of social and emotional development are considered less likely to be acting consciously.

#### **Subconscious Behaviours – Behaviours that Choose Us:**

- Behaviours that are evident without any thought or planning.
- Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity, or engagement with a Thrive reparative action plan.

#### **Restorative Conversation:**

- Restoration conversations may happen during the school day and staff will use restorative language and questions to allow children to understand the impact of their behaviours and show how they can behave in a more positive way. The principle behind this is to restore and maintain the trust relationship with the class teacher.
- A restorative conversation can only take place once the child is regulated and able to participate in the conversation. As a conversation, it is important to ensure the child's voice is heard.

#### **Educational Consequences:**

- These are put in place to help children learn something that will make the behaviour less likely in the future. It is not a punishment and must provide a learning outcome. Educational Consequences will be the outcome of a Restorative Conversation with the child's class teacher. Key questions staff must ask when delivering educational consequences are: What does the child need to learn? How am I going to teach them?

- Examples of educational consequences include: completing tasks; rehearsing and practising; assisting with repairs or the planning for repairs; educational opportunities; research the real-world implications; conversation and exploration.

### **Protective Consequences:**

- These are protective measures, put in place to ensure that anti-social behaviour does not negatively impact on other children. These are usually necessary where children are unable to control their behaviour and are not engaging with support.
- These are designed and managed by the Inclusion and Senior Leadership Team and may involve changes to individual timetables, groups and activities.

### **Passive or Non-Problem Solving Behaviours**

*The term 'passive behaviours' comes from Transactional Analysis. It signifies those behaviours that children (and adults) use to signal emotional tension and distress when they find themselves in a situation that they cannot manage or facing a problem they believe they cannot solve.*

*Thrive describes five passive or non-problem solving behaviours adapted from Mellor and Schiff's work in 1975. We have all learnt to manage intense emotional discomfort at times when we feel threatened. Depending on the child's temperament, genetic make-up and the emotional role-modelling of their routine carers, the child will express their emotional tension in one or more of these ways: (Thrive handout, passive and non-passive behaviours)*

Passive or non-problem solving behaviour can be observed as: Aggression (Verbal and/or physical towards self, others or inanimate objects), Agitation (Restless or possibly disruptive behaviours), Adaption (overly compliant to the detriment of personal wellbeing), Doing Nothing (disengagement with learning or social opportunities, apparent day dreaming, unable to follow instructions), and Incapacitation (unconsciously accident prone and poorly, with or without physical symptoms. The bodies way of seeking help).

A Thrive 'behaviour observation aid' can be used to determine possible gaps in social and emotional development that lead to common occurrences of these behaviour types. If this process indicates that the child is below secure in the 'Thinking' Strand of development the behaviours would be considered as Subconscious. A reparative action plan can be used to address behaviours by securing any developmental gaps identified. Action plans can be created to support a whole class, small group or individual.

## **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. Where bullying behaviours can be categorised under the 'non-problem solving' behaviour category of 'Aggression'. In addition to actions described in our school's anti-bullying policy; the Thrive-Online tool should be utilised to identify any potential developmental gaps that may have led to bullying.

## 5. Roles and responsibilities

### 5.1 The Governing body is responsible for:

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff manage behaviour according to expectations outlined in this policy.

### 5.3 Staff

#### All Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording significant behaviour incidents/concerns on CPOMs (see appendix 3)
- Working together to meet the needs of all children
- Using VRF's (Vital Relational Functions) and [PACE](#) (Playfulness Acceptance Curiosity Empathy) to communicate with dysregulated children.

#### **The Headteacher is responsible for:**

- Chairing the Safeguarding meetings and ensuring actions are followed up
- Monitoring behaviour through a termly report to Governors linked to attendance, attitudes and attainment
- Strategic resourcing of support and ensuring this is reviewed effectively
- Attending and contributing to Safeguarding meetings whenever possible
- Authorising high level behaviour sanctions including suspensions and exclusion
- Ensuring suspensions and exclusion is warranted and communications are delivered to all relevant personnel including parents
- Arranging a reintegration meeting with parents following the expiry of a period of a suspension.
- Reporting to Governors any behaviour issues that are causing concern
- Liaising with the Local Authority should a parent not comply with a suspension or if a parenting contract may be considered appropriate
- Ensuring risks involving the behaviour of individual children are effectively assessed and reviewed as part of a written risk assessment

#### **The Deputy/Assistant Headteachers are responsible for:**

- Recording actions/updates and contributing to Safeguarding meetings
- Managing high level behaviour and making decisions on suspensions in the Headteacher's absence
- Providing regular training to all staff and ensuring key staff have up to date training which enables them to support nominated children effectively
- Monitoring the impact of behaviour issues on standards and working with class teachers to address this/adapt provision to meet needs
- Working as part of the Senior Leadership Team to ensure appropriate support is made available in school for children with emotional/behavioural needs and resource is prioritised on a needs basis.

#### **The Inclusion Leader is responsible for:**

- Ensuring children who are identified as needing extra support in their behaviour have an Individual Behaviour/Therapeutic Plan written in collaboration with the class teacher
- Ensuring individual plans are regularly reviewed and shared with staff and parents
- Managing support to children whose behaviour is causing concern and ensuring that appropriate measures are put in place
- Communicating with parents and offering support, advice on guidance as children progress through pathways
- Liaising with external agencies to ensure children receive appropriate support and staff receive training and strategies to support them in managing children's needs
- Involving other agencies in assessing a child with behavioural difficulties
- Developing outreach work from the Pupil Referral Unit and other specialist centres
- Analysing children's behaviour to assess need and identifying appropriate provision for this
- Analysing recorded behaviour incidences across the school and implementing strategies to support and reduce the number of incidences

#### **Team Leaders Are Responsible For:**

- Monitoring behaviour, communicating plans with their team and ensuring agreed action is taken, reviewed and evaluated
- Ensuring appropriate whole class rewards are in place and implemented consistently
- Support staff to implement effective routines for learning and develop positive relationships, following the school's behaviour.
- Supporting staff when dealing with low/mid-level behaviour of children who are causing concern
- Supporting staff in responding to early dysregulated behaviour patterns that can be considered a cause for concern.
- Supporting Senior Leadership with implementation of protective/educational consequences.
- Supporting the SEND Team by referring children exhibiting regular non-problem solving behaviours and contributing to Thrive-Online behaviour observations and profiles.
- Meeting with parents alongside the class teacher as required/appropriate
- Supporting children to complete missed learning and repair relationships as part of Reflection duty

### **The Teaching Staff Are Responsible For:**

- Supporting positive behaviour and routines for learning in their classroom through consistent and clear expectations, and direct-instruction following the behaviour curriculum.
- Establishing nurturing, positive and caring professional relationships with all pupils
- Ensuring all children feel valued and are supported in achieving positive behaviour outcomes, social and emotional development within their right time strand.
- Ensuring work is stimulating, motivating and scaffolded to meet children's different needs and accessible for all children
- Communicating with parents – including formal and informal face-to-face meetings and home school communication books as required
- Holding restorative conversations with pupils, following behaviour incidents, to model and support pupils with problem-solving and reparation of damage.
- Monitoring and supporting children, who display concerning dysregulated, distressed, connection-seeking behaviours or who are showing a pattern of non-problem solving behaviours.
- Raising behavioural concerns with the SLT so that further analysis of needs can be completed, including recording of behaviour incidents on CPOMS
- Setting up a class contract with the children with positive guidelines which is displayed clearly in the classroom and forms a significant part of the classroom management
- Using PSHE curriculum time to teach social and emotional skills as outlined in the school curriculum
- Contributing to Individual Therapeutic Plans and Pupil Passports
- Implementing Therapeutic plans consistently and fairly and liaising with the SLT, SENCO Assistants and support staff involved
- Using PACE (Playfulness Acceptance Curiosity Empathy) and VRF's to support the implementation of whole class Thrive Action Plan's.
- Supporting the SEND Team by referring children exhibiting regular non-problem solving behaviours and contributing to Thrive-Online behaviour observations and profiles.
- Implementing Thrive action plans, sharing 'ways of being' with all staff who work directly with the child.

### **The SENCO/Thrive Assistants are Responsible for:**

- Completing observations of children causing concern
- Supporting staff to implement recommended inclusion strategies
- Co-constructing Therapeutic Plans
- Completing Thrive assessments as required
- Implementing support for children who require additional support managing their wellbeing and developing positive relationships

**The Alternative Provision Lead is responsible for (in conjunction with SLT):**

- Implementing alternative provision and support for children at risk of exclusion
- Plan and support children to be successful on reintegration into class
- Communicate regularly with specified parents on the progress of specified children
- Supporting the writing of individual therapeutic plans for specific children in collaboration with class teachers and SENCo
- Identifying and managing the implementation of Emotional Literacy programs and Social Skills groups for specific children
- Collating information in advance of selected TSP meetings and attending as required
- Liaising with external agencies, including Early Help
- Managing the paper systems of behaviour – behaviour logs, Pupil passports and ensuring they are up to date and reviewed regularly
- Manage and coordinate the internal SEMH (Hive & BumbleBee) team
- Using CPOMS to record high level behaviour incidents

**The Child and Family Worker is Responsible for:**

- Attending Safeguarding meetings
- Communicating concerns with the safeguarding team
- Supporting parents to access parenting support
- Capturing the voice of the child through 1:1 support meetings
- Providing pastoral care for vulnerable children
- Supporting the implementation of inclusion strategies in school/at home as required to support joined up working

**The Attendance Officer is Responsible for:**

- Communicating with the Local Authority and Education Welfare Officer when children are on a part-time timetable
- Daily attendance checks and recording
- Contribute to Safeguarding meetings as part of the safeguarding team
- Liaising with the Educational Welfare Officer to ensure families and children are well supported
- Contributing to reports as required by the SLT
- Meet parent to support improvements to attendance and behaviour where these are a concern

**The Teaching Assistants are responsible for:**

- Promoting a positive and enabling environment, as described in the Behaviour Curriculum.
- Promoting high expectations of behaviour through positive rewards that recognises children's effort
- Supporting children whose behaviour is causing concern to co-regulate and ensure that agreed protective/educational consequences are actioned
- Contributing to and supporting the implementation of Therapeutic Plans
- Supporting the implementation of Thrive action plans, adopting 'ways of being' at all times and delivering 'activities' when required.
- Communicating concerns/updates to the appropriate person after initial investigation into an issue
- Recording incidents of behaviours using CPOMs and/or ABC sheets as required

**The Lunchtime Support Assistants are responsible for:**

- Facilitating safe and enjoyable play, including structured activities on the playground
- Managing minor incidents in the playground and ensuring close supervision
- Communicating ongoing concerns to the Pastoral Manager and to class teachers using the communication books

- Promoting positive play and modelling expectations
- Provide 1:1 transition support as required for key children

#### The Admin Team Are Responsible For:

- Sending out letters relating to behaviour, suspensions and exclusions
- Ensuring up to date copies of Reflection letters are recorded centrally on the network/SIMS
- Ensuring records for exclusions are reported to the Local Authority and parents.
- Updating children’s files on SIMS and CPOMs, incl. letters for exclusion/suspension
- Contacting parents to make appointments to see teaching staff.
- Sending out Home/School Agreements at the beginning of each academic year.
- Ensuring supply staff have a copy of the behaviour policy and supply handbook so that they are clear about expectations for the class

#### 5.4 Parents

Parents are responsible for:

- Ensuring their children arrive on time in the correct uniform
- Ensuring their children are prepared with the right equipment
- Communicating to school staff about any changes that may affect the emotions and behaviour of their child
- Modelling good conduct and politeness in and around the school grounds and on social media sites
- Supporting the school with educational/protective consequences, sanctions and rewards
- Attending meetings about their child’s behaviour as required

#### 6. Our School Rules – Ready, Responsible, Respectful

At Whitley Park Primary and Nursery School we teach three simple themes which summarise our common expectations.

These are:

- **Ready**
- **Respectful**
- **Responsible**

Examples of these behaviours are:

Responsible	Respectful	Ready
<i>Responsible for your own learning attitude</i> <i>Tidy up your own workspace and the classroom</i> <i>Take care of resources</i> <i>Be able to do the right thing without supervision.</i> <i>Accepting responsibility – all actions have consequences</i> <i>Apologise when you make a mistake</i>	<i>Speak kindly to each other</i> <i>Be polite Say please and thank you</i> <i>Wait at doors for others</i> <i>Say good morning/afternoon to adults.</i> <i>Welcome visitors</i> <i>Recognise and acknowledge something done well</i>	<i>Whole body listening</i> <i>Have the right equipment</i> <i>Have a positive attitude</i> <i>Staying at your desk/in your designated space (awareness of neurodivergence is important to consider here)</i> <i>Working hard on tasks given.</i> <i>Being in the right place at the right time.</i>

The behaviour principles are displayed at different levels across the school (in the consistent school format) and reinforced at the beginning of each term in classes and at the beginning of each academic year in assembly.

Individual class displays based on the whole school Oak Tree model are co-constructed at the beginning of each academic year and reviewed regularly with the children.

## **6.1 Behaviour Curriculum**

### **Teaching the behaviour curriculum**

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the '3Rs' curriculum is revisited with pupils and will continue to be reinforced throughout the year.

### **Adaptations**

While this curriculum is intended for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs.

### **Curriculum Content**

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

## **7. Positive Reinforcement**

Positive reinforcement is used to recognise effort and promote effective learning behaviours. Our focus of intent is for children to develop a growth mindset and therefore we recognise effort over achievement. We use mistakes as opportunities to learn and we want all children to develop a learning vocabulary linked to our 3Rs: Ready, Respect, Responsibility.

## **9. Communication with parents and carers**

We desire open and honest communication between all parties and we want parents/carers to work in partnership with the school - parenting a pupil with difficult or dangerous behaviour is challenging.

We want the parents to be confident that our reporting is factual and accurate, not biased, selective or exaggerated.

## **10. When do we use suspension/exclusion?**

### **Suspension**

In a therapeutic framework we may use a fixed term suspension to help us create a better plan to support the child and/or to protect others in the school. Only the Headteacher can suspend a child, or in their absence the Deputy Headteacher.

### **Permanent exclusion**

Using the Therapeutic Thinking School Framework, we will use permanent exclusion where we are unable to use the current resources to keep the child, or other children/adults in the school, safe from significant harm. Only the Headteacher can permanently exclude a child.

## 11. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 12. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 13. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

## 14. Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

**Prohibited items** - knives or weapons; alcohol; illegal drugs; stolen items; tobacco, vapes and cigarette papers; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property;

Plus any item which a school policy specifies as banned and able to be searched for - Mobile phones - these are only allowed to be brought to school by children who walk alone in Y5/6 and must be handed to the class teacher on arrival; Electric scooters; Gaming devices, including laptops, Chromebooks, etc; Chewing or bubble gum; Sweets - only allowed to be shared for birthdays/celebrations and must be given to the class teacher; and, Fizzy drinks / Energy drinks.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **15. Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **16. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **17. Training**

All staff are provided with training on managing behaviour, as part of their induction process.

All staff are trained as part of Therapeutic Thinking approach and behaviour management forms part of our approach to continuing professional development.

## **18. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governors every year. At each review, the policy will be approved by the Headteacher and Governing Body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by governors every year.

## **19. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Safeguarding policy
- Thrive Policy

## **Appendix 1: Written Statement of Behaviour Principles**

The Education and Inspectors Act 2006 and DfE guidance (Behaviour and discipline in Schools 2016, Mental Health and behaviour in school 2018) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher. The statement has been adopted by the Governors as a whole and is informed by our vision and value statements.

The school's vision and learning values are at the center of everything we do. They underpin our teaching and learning, including how we teach pro-social behaviour and deal with anti-social behaviour.

We aim to provide an environment which prepares our pupils as confident, happy citizens. We aim to create confident learners, who work with flexibility to overcome challenges, and who have the attributes and skills needed to enjoy life and succeed in all their endeavors.

To enable this, we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where all our children feel safe, nurtured and respected. Our school rules help to maintain a purposeful and calm environment where everyone can learn and enjoy positive experiences. Positive experiences make pro-social behaviour more likely.

### **Principles that Governors expect to be followed:**

- every child is celebrated as an individual and praised for their achievements
- adults must model respectful appropriate relationships
- adults must seek to reduce barriers to learning and make the curriculum accessible to every pupil
- anti-social behaviour will be regarded as a communication of unmet need and or negative emotions
- children or staff are not repeatedly victimised by other children's or staff behaviour and preventative or educational consequences will be used to ensure this is the case
- When children do not meet the 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. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. In this way children with anti-social behaviours will be supported to learn new ways of behaving
- We will not force sociability on children who chose to be unsocial though we will support them to feel included. We will recognise that for some children school can be an overwhelming experience from which they may need some respite
- Punishment will not be used to remedy anti-social behaviour that is the result of; poor mental health, trauma, unconscious behaviours, social and economic stress, neuro

diversity or special educational need

- Our policy will be applied with equity in mind, some children will need individual approaches to meet their needs
- Parents are expected to advocate for their child's provision and well-being but will not influence the provision or treatment of other children. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community
- We 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
- Governors expect that exclusion is used only as the very last resort, where it is not possible, even with multi agency support, to prevent the child from causing significant harm to other people in the community
- Given the overriding need to keep children safe, the school will when needed utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. Such instances should be very rare and will always be scrutinised by Governors. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff. Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy
- Staff are expected to treat all community members with respect and professionalism. In return this is expected from the community. Threatening, violent or bullying behaviour or abuse by adults towards the school's staff will not be tolerated including on-line bullying or harassment