

Behaviour Principles Statement

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| Approved | September 2023 |
| Next review date | September 2025 |

**Statement of Behaviour Principles**

Under the Education and Inspections Act, 2006, the governing body 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 Headteacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors’ duty of care to pupils 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 three-yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our school vision statement

**School Vision – ‘Learning for Life’**

Learning for life, refers to the importance of everyone becoming lifelong learners and about the relevancy and authenticity of the learning experience.

Our vision focuses on the individual (motivation, approaches to and experiences of learning) and the social dimensions of learning (creating a community, supporting others, a collective endeavour).

For the individual it is about learning to learn, being able to manage one’s response to learning, with the ultimate aim of creating learner autonomy. As a result, everyone will need the necessary knowledge and continuous access to quality learning opportunities. Children and adults should be exposed to knowledge that not only creates cultural capital, but also takes them to intellectual spaces they have not yet occupied.

Alongside knowledge acquisition, individuals should be trained in methods of participation, enabling them to be actively involved in their own learning journey. This will support them in finding a sense of purpose and set them on the path to discovering their passion.

The social dimension emphasises learning to care for ourselves and each other, for understanding and respecting different groups and communities and caring for and taking responsibility for the planet. To ensure inclusivity, learning experiences are designed with these three elements in mind. In this way we will support social cohesion and foster active, informed citizenship.

Ultimately, by following the mantra of learning for life we aim to create individuals and society that can adapt to large-scale changes, whether they be environmental, economic, social or cultural, and find solutions to the problems that are presented.

**Unconditional Positive Regard**

Unconditional Positive Regard (from the work of Carl Rogers) underpins our approach to behaviour in schools. This means that when we’re interacting with someone we choose to accept and think the best of them regardless of what they say or do.

When we see our children as inherently good, and their behaviour as simply them doing their best to get their needs met in whatever way they know how, then we allow them to develop a strong, positive sense of self-worth.

We understand that behaviour is a means of communication and is often a means to communicate an unmet need. The common needs we see in pupils are due to needing to regulate their sensory input; reflective of a negative inner working model; reflective of secondary stress linked to outside influences; linked to strong feelings; or related to issues linked to attachment.

When we adopt an unconditionally positive attitude toward our children, we allow them the freedom & emotional safety to try new things, make mistakes, & take risks. We show them that whatever they do they are loved, important, and good.

This doesn’t mean they will never get things wrong, many of their choices may end up having negative consequences. But this freedom to learn by themselves, make mistakes, and figure things out without fear of punishment or shame is crucial if they are to develop a strong sense of self-worth.

Language is a very important tool when supporting ‘negative’ behaviours.

We validate children’s feelings as being relevant: Staff focus on the child’s feelings rather than behaviour: “I can see you’re feeling really angry that he took your toy.”

We support children to co-regulate alongside an adult and explain our decisions: “I’m just going to stay with you as the hitting has to stop immediately, in order to keep everyone safe”.

We then talk to the child afterwards about their feelings and how they could make a different choice next time. This is often done alongside the class teacher or a more senior member of staff when more significant behaviours arise.

We follow the model of regulate, relate, repair as much as possible.

**School Values**

The values of the school are the things we teach, promote and reward, enabling the children to be able to achieve the school purpose and ultimately be learners for life. They are central to our behaviour curriculum and each have examples of how that value can be achieved.

**Respectful**

We are kind and compassionate

We use kind hands and feet

We use kind words

We use good manners

We encourage each other to succeed

We listen to others and include them

We follow all adult instructions

**Responsible**

We are responsible for our choices

We learn from our mistakes

We are honest

We look after our equipment

We look after our environment

We are punctual

We keep our class and school tidy

We are organised

We complete our home learning

We wear the correct uniform

**Resilient**

We concentrate

We work hard

We never give up

We think about our learning

We pay attention to the teacher

We ask for help when we need it

We take a pride in what we do

We support our classmates

**Governor’s Overview**

We, the Governing Body of Hunter’s Bar Junior School, believe that all members of our school 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 school, which lead 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 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 through our school values; and praise. A range of rewards will be consistently and fairly applied in such a way as to encourage and reward good behaviour and positive learning attitudes around school.

It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable and to deter other pupils from similar behaviour. Sanctions for unacceptable/poor behaviour choices will be known and understood by all staff and pupils and consistently applied and will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the importance of the safety of the pupil body, the Governing Body supports the right of the school to exclude a pupil for a fixed term (usually one to three days) for a single offence. In exceptional circumstances, it may be necessary to permanently exclude a pupil where it is considered that allowing the pupil to remain in school would harm the education or welfare of the pupil or others in the school. The school will view exclusions as a last resort and always seek to support a pupil with their behaviour rather than use punitive action.

Given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

The Governing Body wishes to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school’s staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils 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 Hunter’s Bar Junior School off-site.