



## Statement of Behaviour Principles

At Sherwell Valley Primary School 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 stimulating, purposeful 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 Sherwell Valley Primary School. We recognise our responsibility to safeguard all those who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### Governors' Written 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 Relationship Policy by stating the principles, which governors would 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 website. It is also held in the School Office.

This statement and the Relationship Policy will be reviewed on a two yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our 3 core values for behaviour:

- We want children at Sherwell Valley to be the best they can possibly be.
- We want children at Sherwell Valley to make rapid progress and be ready for the next stage of their education.

- We want children at Sherwell Valley to be respected members of our school community and today's society.

At Sherwell Valley:

We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included and that we meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

We have an understanding of the complex needs of our pupils and how this contributes to supporting children to be able to regulate their feelings and communicate their words in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils, especially those with complex layered needs.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through strong relationships; high expectations; a focus on learning; narrating the positive and celebration of outcomes. It is recognised however, that on occasions correction is necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. We consider that behaviours which challenge always happen for a reason and may be the only way a pupil can communicate. Pupils who display, or are at risk of displaying behaviours which challenge, may need support which involves both positive support, intervention and some forms of restorative practice.

When children do not meet our expectations, either through consistent low level disruption or more severe moments of crisis, 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. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some children with more complex layered needs can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. The school will always be responsive to the needs of children and will make its expectations of behaviour clear to staff and children.

We will always work with parents/carers and outside agencies to understand the children's needs and their circumstances and believe this relationship is an important part of building a strong learning community.

**Reviewed May 2021**

**Review Frequency: 2 years**

**Review date: May 2023**

**Full Governing Body**