

Freegrounds Junior School

Behaviour Principles Written Statement



This is a statement of principles, not practice.

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Freegrounds Junior School Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters.

Staff should be confident that they have the governor's support when following this guidance.

Practical applications of these principles are the responsibility of the Head teacher.

The Behaviour Policy must be published, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Our Behaviour Principles

- Freegrounds Junior School is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
 - Everyone has the right to feel safe all of the time.
 - Every child should be educated in an environment where they feel valued, listened to and respected.
 - Children have the right to learn in an environment free from the disruption of others.
 - Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy
 - Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
 - 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
 - Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
 - Consequences should enable a child to reflect on, and learn from a situation and repair and restore relationships wherever possible.
 - Adults in school should model, encourage and promote positive behaviours.
- Our Behaviour Policy is rooted in our four school rules:

- ★ **We are kind, polite and respectful to everyone**
- ★ **We always work hard and give our best effort**
- ★ **We look after the school and its environment**
- ★ **We listen well to others**

- Families are involved in behaviour incidents to foster good relationships between the school and children's home life.
- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents towards the school's staff will not be tolerated. If a parent does not conduct themselves 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 use the following approaches to promote strong relationships in school:

- We understand that behaviour communicates unmet needs and we ensure we separate the child from their behaviour
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment
- We are a Trick Box school which supports the whole school community to develop healthy life habits in developing effective emotional management skills
- Our staff have regular training to support their understanding of children's developmental needs
- Our staff are Trauma Aware
- We adopt an Emotion Coaching approach to support children in understanding their feelings and having the language to name their emotions
- We keep in mind that we are the adults and the children are still growing, learning and developing
- We seek to restore relationships and teach new behaviours rather than simply modify existing behaviours. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust self-regulation skills of self-control, empathy and emotional management