Paddox Primary School Behaviour Principles

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance (Behaviour and Discipline in Schools: A Guide for Governing Bodies 2015) and the Equality Act 2010.

This is a statement of principles, not practice: the content of this document underpins the Paddox Behaviour Policy (available on the school website), reflecting 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 have the support of the Governing Body in following this guidance.

Our Behaviour Principles

Our principles reflect our school values, our commitment to the United Nations Convention on the Rights of the Child, the development of children's behaviours for learning, and our curriculum drivers.

Paddox 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.

Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

Every pupil should be educated in an environment where they feel valued, listened to and respected

Children should be encouraged to be accountable for their actions and the potential impact on themselves and others

Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.

Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.

Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.

High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.

The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.

Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

We believe in these six key principles ((linked to theory) of the Thrive Approach

We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.

We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.

We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

We keep in mind that we are the adults and the children/young people are still growing, learning and developing.

We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young

people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

We have a supportive and engaged parent/carer network. Adults work confidently in partnership with the school. This is underpinned by parental understanding that Governors will not tolerate violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff.