



ST LAURENCE CHURCH
JUNIOR SCHOOL

Statement of Behaviour Principles

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'Learning, Loving and Sharing, guided by Jesus'

Rationale and Purpose

A statement of behaviour principles written by Governors is required by all maintained schools. 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 creating Behaviour Policies and procedures so that they reflect the shared aspirations, values 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.

These principles guide our Behaviour and Relationships Policy and procedures at St. Laurence Church Junior School.

- At St. Laurence Church Junior School we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- We expect staff and volunteers to set an excellent example to pupils at all times.
- Our Behaviour and Relationships Policy is rooted in our Christian Vision and Values approach to school life: 'Learning, Loving and Sharing, Guided by Jesus' and our values approach of 'Thankfulness, Friendship, Curiosity, Generosity, Perseverance and Forgiveness', which we encourage children to apply to everyday life.
- Pupils are helped to take responsibility for and reflect on their actions and choices, following our school rules of Ready, Respectful and Safe
- We believe children should be given opportunities and are openly encouraged to support each other in the process of positive reinforcement, restoration and personal growth, learning and recognising good behaviour.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour and Relationships Policy.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff who are Team Teach trained.
- The Behaviour and Relationships Policy is shared with pupils, parents and staff annually.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- The Behaviour and Relationships Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort.

Understanding Behaviour

1. We understand that behaviour communicates unmet needs and can separate the child from their behaviour.
2. 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.
3. We provide predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a self-regulating, solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than solely 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 to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.