



Statement of Behaviour Principles

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private, where appropriate.

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

All staff must:

- take time to welcome children at the start of the day;
- always pick up on children who are failing to meet expectations;
- always redirect children by referring to 'Be Ready, Be Respectful and Be Safe';
- recognise the need for vigilant awareness of safeguarding issues.

The Head teacher and The Senior Leadership Team must:

- be a visible presence around the school;
- regularly celebrate staff and children whose efforts go above and beyond expectations;
- encourage use of positive praise/phone calls/texts/notes home;
- ensure staff training needs are identified and met;
- use behaviour records to target and assess interventions;
- support teachers in managing children with more complex or challenging behaviours.

The governing body:

- is responsible for reviewing and approving the written statement of behaviour principles;
- will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Parents are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff;
- attend meetings at the school to discuss their child's behaviour;
- provide appropriate supervision for their child should their child be excluded.

Members of staff who manage behaviour well:

- create and maintain a welcoming stimulating environment;
- deliberately and persistently catch children doing the right thing and praise them in front of others;
- know their classes well and develop positive relationships with all children;
- relentlessly work to build mutual respect;
- remain calm and keep their emotion for when it is most appreciated by children;
- demonstrate unconditional care and compassion;
- are effective classroom managers that use time effectively and match the learning to the needs of the children in order to engage and motivate them.



Children want teachers to:

- give them a 'fresh start' every lesson;
- help them learn and feel confident;
- be just and fair;
- have a sense of humour.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.