



## Written statement of behaviour principles Sept 2021

As a school who 'nurture every child for lifelong success', a fully inclusive and safe environment where all children can thrive is essential. Our behaviour principles, policy and approach reflect our ethos and our school values: that we are creative, collaborative, responsible, resilient and reflective in everything that we do.

Our behaviour principles are designed to guide the school in setting clear expectations for behaviour and maintaining the best possible atmosphere for learning to take place.

- Understanding and promoting everyone's rights should be central to our approach to behaviour and children should be supported to realise their responsibility in upholding them

At Ridgeway, we believe that:

- Everyone has the right to feel safe, happy and secure at all times
  - Everyone should be able to learn and play without threat or disruption from others
  - Everyone should be free from discrimination, harassment or victimisation of any sort
  - Bullying or harassment of any description is unacceptable and will be dealt with, even if it occurs outside normal school hours, including online
  - Everyone should feel valued, listened to and respected and be treated fairly and sensitively
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- Strong relationships built on mutual trust and respect between staff and children are key to maintaining excellent behaviour
  - Staff should work in partnership with parents/carers to develop and promote positive behaviours and tackle inappropriate behaviours and seek advice from appropriate outside agencies wherever necessary
  - All staff and volunteers should set an excellent example to children at all times by conducting themselves in a professional and appropriate manner.
  - The behaviour policy should communicate to all those involved, strategies for promoting positive behaviour and modifying unacceptable behaviours, in order to involve and enlist the support of everyone and ensure consistent application of the policy
  - Children should be involved in discussing and agreeing class rules based on their rights and the rights of others, the environment they want to learn in, and an understanding of school values and whole school behaviour expectations
  - Strategies which focus on children's intrinsic motivation to learn and behave well, build children's self-esteem and emotional resilience and enable the development of self-regulation should be employed (rather than relying on

external reward systems) so that appropriate behaviour is long lasting and is maintained outside of school and in the wider community

- Children should be encouraged to be accountable for their actions and the potential impact on themselves, others and property. Consequences should enable a pupil to reflect on, and learn from a situation considering how to modify their behaviour in the future and to make reparation wherever possible
- The school's approach should acknowledge that children are individuals and can be separated from their behaviour, it does not define them. Some children will need extra support with modifying their behaviour and an individualised approach with reasonable adjustments may be taken for children with SEND when applying the behaviour policy
- All staff should understand that behaviour can indicate or communicate unmet needs or that a child is suffering or at risk of significant harm and this should be reported and explored to ensure a child gets the right support
- Staff should be clear about how and when it is appropriate to search and confiscate items or to restrain children in the interests of keeping all children safe and maintaining order. The effective use of de-escalation strategies is key to the minimal use of restraint
- Exclusions, particularly permanent exclusions are viewed as last resort
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated

This written statement of behaviour principles is reviewed annually by the FGB.