

# Behaviour Principles Written Statement

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## Statement of Behaviour Principles

The Education and Inspections Act 2006 and current Department for Education guidance require the Governing Body to make and frequently review a written statement of general behaviour principles to guide the Executive Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Executive Headteacher. The statement has been adopted by the Governing Body, following consultation with the Executive Headteacher and staff at Briarwood School.

At Briarwood School we value everyone as an individual, capable of growth, change and development. Our strapline: **Enjoy, Engage, Learn**, guarantees that we work with all pupils to support them to achieve their very best.

Our relationships are underpinned by the principles of equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Executive Headteacher in drawing up the Behaviour and Pastoral Policy by stating the principles that the Governors expect to be followed.

Principles:

- All children, staff and visitors have the right to feel safe, respected and supported at all times at school.
- All members of the school community should be free from discrimination of any sort. Behaviour expectations and responses must be applied fairly and with reasonable adjustments to ensure inclusion for pupils with SEND. Measures to protect children should be set out in the Behaviour and Pastoral, Equality and Safeguarding policies.
- The school should work closely with families to develop healthy communication strategies, improved relationships and consistency of support between home and school.
- The school's expectations, routines and approaches should be clearly set out in the Behaviour and Pastoral Policy and Governors expect these to be consistently applied by all staff across the school.
- Behaviour is understood as communication and may reflect unmet need, distress, anxiety, sensory differences, communication barriers or difficulties with regulation.
- The school should use evidence-informed, person-centred approaches (including Positive Behaviour Support) to understand behaviour and build skills over time, rather than relying on punitive or humiliating responses.
- Pupils should not be shamed or humiliated for their behaviour. Adults should respond in ways that protect dignity, support regulation and promote learning and repair.

- Staff must use fair, accurate and consistent vocabulary when describing a pupil's behaviour, recognising the impact that language can have on attitudes and practice.
- Pupils who are motivated and whose interests, strengths and communication needs are incorporated into daily school life are more likely to be engaged and less likely to experience distress
- All pupils should access a strong universal foundation at all times. At Briarwood, this is provided through the **Briarwood Standard (Universal Offer)**, with additional support layered on through a graduated model (targeted and specific support) as needs change
- Behaviour support should be planned, consistent and joined up through the school's agreed systems (including OLMs, behaviour support planning and risk assessments), and reviewed regularly; especially following significant incidents.
- Restrictive practice, including Restrictive Physical Intervention, should only be used as a last resort, be lawful, necessary and proportionate, and always in the best interests of the pupil. Restrictive practice must never be used as punishment or as a response to staff shortages.
- The attitudes, perceptions and values of staff working with pupils can have a dramatic effect on both the incidence of behaviours of concern and the effectiveness of support. Governors expect a reflective, supportive culture that promotes calm, emotionally available and consistent practice.
- Governors recognise that any episode of behaviour whether planned or not has the potential to cause distress to staff, students and visitors. A suitable support system should be in place for all those involved, including opportunities for debrief and learning.
- At Briarwood, every member of staff has a duty of care to act in the best interests of pupils, especially if they have reasonable grounds to suspect that practice is unsafe or outside the parameters of policy, training or safeguarding expectations. Governors support a culture of **professional challenge** carried out respectfully and in line with the Staff Code of Conduct.
- Allegations of misconduct by a member of staff in applying the Behaviour and Pastoral Policy will be dealt with reference to the Staff Code of Conduct, Safeguarding Policy and Behaviour and Pastoral Policy and Disciplinary Policy as relevant.
- The Governors strongly feel that suspensions and exclusions, particularly permanent exclusion, must only be used as a last resort and in line with the school's Suspensions and Exclusions Policy.
- The Governors expect the Executive Headteacher to ensure that the Behaviour and Pastoral Policy appropriately signposts to related policies and procedures, including Safeguarding, Searching and Confiscation, and Use of Reasonable Force and Positive Handling, and that these align with current statutory guidance.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by parents / carers or visitors towards the school's staff will not be tolerated. Where necessary, the school may take action to restrict access to the premises and/or involve external agencies in line with legal powers and relevant policies.