Colnbrook Church of England Primary School

Governors' Statement of Behaviour Principles

The purpose of this statement is to provide clarity on the shared aspirations and beliefs of governors, staff and parents in line with current legislation and guidance relating to behaviour in schools. Whilst it is not a requirement for academies to produce or publish this document, the school has chosen to do so to highlight the underpinning principles to our approach to supporting children's behaviour.

Our overarching principles include:

- Everyone should be free from discrimination, harassment or victimisation of any sort.
- Everyone has the right to feel safe all of the time.
- Every pupil should be educated in an environment where they are valued, listened to and respected.
- Children should be supported to reflect on, and learn from a situation, and make reparations where appropriate.
- Children should be supported to be accountable for their actions and the impact their actions have on others.
- Adults in school should model, maintain and promote positive behaviour and the principles of fairness and justice.
- The school should work in partnership with parents / carers to develop positive behaviours and seek advice from external agencies when necessary.
- Demonstrating our Christian values including acting with kindness and demonstrating forgiveness.
- Suspension or exclusion from school is a last resort and must follow statutory guidance.
- The school's behaviour policy should be known, understood, and applied fairly by staff.

Behaviour as a special education need

At Colnbrook C. of E. Primary School we believe that behaviour should be considered within the context of social, emotional and mental health needs and that inclusion and equality must be central to our approach. We do not promote a blunt approach whereby all children must receive the same (equality); but rather an approach whereby all children receive what they need (equity).

Behaviour as a form of communication

Behaviours which challenge must be viewed as communication of an emotional need. Behaviour should be viewed within the context of the system around the child and within the context of important relationships. Staff should also be mindful of safeguarding concerns, particularly those related to trauma and mental health, when supporting a child's behaviour and report this to the Designated Safeguarding Lead in line with the school's Child Protection and Safeguarding Policy.

A curious, empathetic, non-judgemental approach

Staff must take a non-judgmental, curious and empathic attitude towards behaviour. We expect all staff, volunteers and visitors to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Relationships first

Human beings are designed for interdependence, therefore we emphasise the importance of putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers.

All staff are responsible for promoting a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community in line with the school values of aspiration, resilience, respect, responsibility, community and compassion.

Restoration and natural consequences

Natural rewards and consequences can be made explicit without the need to enforce sanctions that may serve to shame, re-traumatise or ostracise children from their peer group. At Colnbrook we use a restorative and reparative approach in which children are supported to develop insight into their emotions and behaviours, appreciate the perspective of others and rebuild trust and relationships. We want our children to be able to regulate their behaviour effectively because they are internally able to do so, not simply to avoid 'sanctions'.

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