Birchwood Grove Primary School

Governing Body Statement of Behaviour Principles

The Governing Body is committed to ensuring that all pupils at Birchwood Grove Primary School are educated in a safe, calm, orderly and inclusive environment, where consistently high expectations for behaviour enable every pupil to achieve their best.

This statement reflects the school's values of **Respect, Resilience, Collaboration, Independence and Creativity** and is underpinned by the principles of the United Nations Convention on the Rights of the Child and the Department for Education's guidance on behaviour in schools.

1. A Culture of High Expectations

The Governing Body expects a strong, consistent culture of high expectations for behaviour across the school.

Leaders and staff should create an environment where pupils:

- Demonstrate positive attitudes to learning.
- Show respect for others and their environment.
- Take responsibility for their actions.
- Develop resilience and independence in their learning.

2. A Calm, Safe and Supportive Environment

The school must provide a calm, safe and orderly environment in which pupils feel secure, valued and ready to learn. All forms of bullying, harassment and discrimination will be taken seriously and dealt with effectively.

Pupils' right to feel safe, to learn and to have their views heard is central to the school's approach to behaviour.

3. Consistency and Fairness in Practice

The Behaviour Policy must be implemented consistently and fairly by all staff.

Expectations, recognition and consequences should be clearly understood and applied in a way that:

- Promotes equity and inclusion.
- Maintains pupils' dignity.
- Supports pupils to improve their behaviour.

4. An Inclusive and Adaptive Approach

The school must ensure that its behaviour systems are inclusive and responsive to the individual needs of pupils, including those with SEND and other vulnerabilities.

Reasonable adjustments should be made, where appropriate, so that all pupils are supported to meet expectations and succeed.

5. Teaching Behaviour and Self-Regulation

The Governing Body expects that positive behaviour is explicitly taught, modelled and reinforced.

Pupils should be supported to develop:

- Self-regulation and emotional awareness.
- Resilience and independence.
- Positive learning behaviours.
- Positive relationships with others.

6. Recognition and Positive Reinforcement

Positive behaviour should be recognised and reinforced consistently, contributing to a culture in which pupils are motivated, engaged and proud of their achievements.

7. Use of Consequences

Consequences should be:

- Proportionate, fair and consistently applied.
- Used to encourage reflection, learning and improvement.
- Informed by restorative approaches where appropriate.

The use of suspension or permanent exclusion must be lawful, justified, a last resort and only used in response to a breach or persistent breaches of the school's behaviour policy or where there could be serious harm to pupils or others.

8. Pupil Voice and Personal Development

Pupils should have meaningful opportunities to:

- Express their views.
- Contribute positively to school life.
- Develop as responsible, active citizens.

9. Partnership with Parents and Carers

Strong partnerships between the school, parents and carers are essential in promoting positive behaviour, good attendance and positive attitudes to learning.

10. Leadership, Monitoring and Accountability

The Governing Body will:

- Monitor behaviour, attendance, suspension and exclusion data.
- Evaluate the impact of the Therapeutic Thinking Behaviour Policy on behaviour, attendance, wellbeing and pupil outcomes.
- Hold school leaders to account for maintaining high standards of behaviour and fostering an inclusive school culture.

Leaders are expected to ensure that behaviour systems are clearly understood, consistently implemented and effective in promoting positive behaviour, strong relationships and successful learning.

Conclusion

The Governing Body expects the school's Therapeutic Thinking Behaviour Policy to promote consistently high standards of behaviour and positive attitudes to learning, enabling all pupils to feel safe, attend regularly, engage fully in learning and achieve their potential. The policy should recognise individual pupils' needs, promote inclusion and ensure that every pupil is supported to succeed within a caring, respectful and ambitious school community.