



### **Peter Gladwin Primary School - Behaviour Principles**

**A written statement of behaviour principles written by Governors is required by all maintained schools. These principles guide Our PGS Behaviour Policy: Supporting Emotional Regulation and Building Positive Relationships**

- At Peter Gladwin we strive to ensure that every child understands they all have the right to feel safe, valued and respected and to be able to learn and become the best they can be.
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times.
- Our behaviour policy reflects our school values – *respectful, trustworthy, friendly, courageous, caring* and *responsible* are reflected throughout
- Our behaviour policy reflects our ethos as a United Nations Convention on the Rights of the Child (UNCRC) Rights Respecting (RR). As a school we recognise and actively support the fact that all members of the school community have the right to:
  - be listened to
  - be safe
  - be healthy
  - an education
  - become the best we can be
  - relax and play
  - be treated fairly

- Our behaviour policy reflects the importance of attachment aware and trauma informed approaches to understanding behaviour - all behaviour is communication and all emotions are valid. However there are clear limits to what behaviours are and are not acceptable, and that children are a central part of the conversation regarding what could be done differently next time to restore and repair.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Pupils were consulted throughout the process and their responses show they are aware of behaviour expectations, what affects their behaviour, ways to self-regulate, how staff can best support them and how they can best support themselves
- Every effort is made to foster good relationships between the school and pupils' home life and carers are involved in supporting pupil's positive behaviours.
- fixed-term and permanent exclusions will only be used as a last resort, and outlines the processes involved if these are necessary.