



The Pinnacle Schools Federation

Written Statement of Behaviour principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires Governors to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The document "Behaviour and Discipline in Schools-Guidance for Governing Bodies" (DfE – July 2013) has also been used as a reference in producing these principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Headteacher. The purpose of this statement is to give guidance to the Executive Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed.

1. Behaviour expectations are rooted in our school's visions and associated values; these are celebrated through the daily life of the school and taught during collective worship
2. Children are encouraged to be ready to learn, respectful to all and to behave in a safe manner
3. Staff have high expectations of all children's behaviour; children are encouraged to develop high expectations of their own behaviour
4. Positive strategies are used to recognise, promote and celebrate appropriate behaviour, particularly that which is above and beyond expected behaviour
5. Consequences are used to help children understand the impact of inappropriate behaviour and to teach how to improve behaviour
6. Positive behaviour is praised publicly whilst inappropriate behaviour is dealt with discretely
7. A reflective approach is used to help children to understand the impact of any behaviour
8. A restorative approach is used to help children mend broken relationships and to develop lifelong skills to resolve conflict
9. Discrimination of any kind is not tolerated
10. Children, staff and parents work in collaboration to improve behaviour where concerns exist and to secure long term improvement
11. Staff listen to, respect and respond to the individual needs of children and use a tailored approach, particularly where Special Educational Needs and / or Adverse Childhood Experiences exist
12. Use of reasonable force is only ever used if a child is behaving in a way which is dangerous to themselves or others. The DfE document "Use of reasonable force - Advice for headteachers, staff and governing bodies", will be referred to as guidance.
13. Exclusions are only ever used as an absolute last resort

The Federation's Positive Behaviour policy sets out how the behaviour principles are applied consistently on a daily basis at our schools.