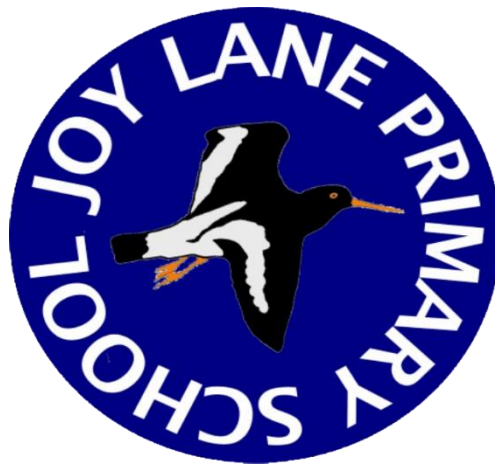
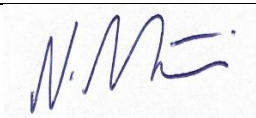



JLPS Statement of Behaviour Principles



Draft reviewed	November 2024
Date Agreed	9 th December 2024
Signed by Chair of Governors: Nicki Mattin	
Signed by Executive Headteacher: Debra Hines	
Date Policy to be Reviewed	December 2025

JLPS Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to produce and frequently review a written statement of general behaviour principles to guide the Executive Headteacher and Leadership Team 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) and 'Behaviour in Schools: advice for headteachers and school staff' (DfE Sept 2022) have also been used as 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 Relational Approach to Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents/carers for the pupils in the school as well as taking full account of law and guidance on behaviour matters.

The school Relational Approach to Behaviour policy is publicised, in writing, to staff, parents/carers and pupils at least once a year. It is published on our school website.

Joy Lane Primary School is an inclusive school, and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. We are committed to improving longer term outcomes and life chances for our pupils. Our school vision, values and ethos underpin our rules, relationships, curriculum and policies.

Our Vision

A Love of Learning, for Life, for All

Our Values and Ethos

Be Ready; Be Respectful; Be Responsible

We believe

- Joy Lane Primary School is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Our school environment should be equitable and strategic in removing barriers that may prevent individuals from protected characteristics, specific backgrounds and circumstances from achieving their full potential and feeling valued.
- All pupils, staff, visitors and other members of the school community have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- All pupils should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.

- Pupils should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our pupils to become confident, resilient and self-assured learners.
- We strive to work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

We subscribe to the six principles (linked to theory) of the Thrive Approach:

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults, and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.