



Appendix 1: written statement of behaviour principles

- 1.1. Pittville School has a happy, positive, and respectful school culture, where all students feel valued and cared for.
- 1.2. Relationships between staff and students are positive throughout the school and there is an ethos of mutual respect, honesty, and kindness.
- 1.3. Positive behaviours are clearly defined and are proactively taught throughout the school.
- 1.4. Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- 1.5. There is an ethos of 'positive practice' and 'over-correction' that seeks, wherever possible, to de-escalate situations and ensure that students correct their behaviour 'in the moment'.
- 1.6. There is a calm and orderly environment throughout the school, meaning that all students can focus on learning in all lessons.
- 1.7. There are clear routines and expectations of students throughout the school, and these are consistently reinforced by all members of staff.
- 1.8. There is equality amongst students and there are clear consequences that are applied consistently by all members of staff. Sanctions are applied on an individual basis rather than for a whole group/class.
- 1.9. Students and staff feel safe at all times within the school community and the wider life of the community around Pittville.

1.10. Bullying, discrimination and instances of sexual violence and harassment are dealt with quickly and effectively whenever they may occur. All students, staff and visitors are free from any form of discrimination.

1.11. Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy.

1.12. The golden thread of safeguarding informs our work at all levels of the school.

1.13. Student wellbeing and mental health are always taken into consideration.

1.14. We understand the factors that may affect a student's behaviour and provide effective support to help improve the behaviour of students.

1.15. Reasonable adjustment is provided for students with special educational needs and disabilities. This will balance individual needs with the needs of the school community as a whole.

1.16. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

1.17. Staff workload and wellbeing is taken into consideration in the design, build and maintenance of the school behaviour management processes.

1.18. Families are involved in the handling of behaviour incidents to foster good relationships between the school and student' home life.

1.19. Feedback from students and families on the Behaviour Policy is fed into the annual review of the policy.

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

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