



ROWAN GATE PRIMARY SCHOOL - BEHAVIOUR PRINCIPLES

Rationale and Purpose

This Statement has been written in accordance with the Education and Inspections Act 2006, and DfE guidance (The school Behaviour Policy: the role of the governing body).

The purpose of this statement is to provide guidance for the Head Teacher when formulating the Behaviour Management Policy for Rowan Gate School, to ensure that it reflects a shared understanding between the Governors, Staff and Parents / Carers. It is intended to help all school staff be aware of and understand their responsibilities in respect of behaviour management, as well as taking into account the law and guidance on behaviour matters. Staff have the Governor's full support when following this guidance.

This is a statement of principles, not practice. It is the responsibility of the Head Teacher to approve the Behaviour Policy at Rowan Gate School. These principles must be taken into account when it is being formulated. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016) and be compliant with statutory Duties for Equality, Inclusion, Safeguarding and Health and Safety at Work. The Behaviour Policy must be published on the school website, accessible to staff, parents / carers and children, and reviewed every year.

Our core values of working together, nurture, understanding, acceptance, curiosity and empathy run strongly through everyone's lived experience at Rowan Gate School and will be reflected in our Behaviour Policy. Our staff will have good knowledge of and live up to our Code of Conduct.

Principles

- Everyone has a right to feel safe, nurtured and respected.
- Everyone has a right to be listened to and feel that their voice is heard and valued.
- At Rowan Gate, we believe that behaviour is communication and we will look beyond the behaviour and find ways to support the child.
- All approaches towards behaviour management will be holistic and must maintain dignity and well-being.
- We are a trauma informed school and, as such, will adopt specific approaches to behaviour that value connection before correction (e.g. PACE; DDP).
- Staff will strive to support pupils and manage their behaviour appropriately, using a range of dynamic strategies including embedding and understanding our Five Keys:
 - **Curiosity and Wonder**
 - **Working Together**
 - **Personal Success**
 - **Decisions and Choice**
 - **Courage to be Creative**