Statement of Behaviour Principles

In accordance with Section 88 of the Education and Inspections Act 2006, the Governing Body of Broadmayne First School sets out the following statement of principles to guide the Headteacher, staff, pupils, and parents in promoting positive behavior, managing difficulties, and shaping school procedures.

1. Ethos, Values, and Relationships

- **Core Values:** We are committed to maintaining a calm, purposeful, and nurturing environment built upon our core values: **Be Kind**, **Be Respectful**, and **Be Safe**.
- **Relational & Therapeutic Approach:** We follow the *Therapeutic Thinking Dorset* framework, recognising that positive, secure relationships are fundamental to managing emotions and behaviour effectively.
- **Inclusivity & High Expectations:** Every pupil is treated with unconditional respect. We hold high expectations for both adults and children, understanding that positive behaviour can be taught, modelled, and developed over time.

2. Shared Responsibilities and Role Modelling

- **Adult Leadership:** All staff, governors, and parents/carers are expected to act as positive role models, demonstrating respectful relationships and constructive communication.

- **Emotionally Available Staff:** Staff act as "emotionally available" adults who support pupils' emotional well-being through daily greetings, consistent class routines, and frameworks such as the *Zones of Regulation*.

3. Promoting & Celebrating Positive (Prosocial) Behaviour

- **Encouragement First:** We prioritise proactive strategies, clear expectations, and positive phrasing to disempower negative behaviour before it escalates.
- **Recognition:** We actively acknowledge and celebrate prosocial choices, kindness, and hard work through verbal recognition, Dojo awards, class rewards (e.g., "stars in a jar"), weekly "Flying High" certificates, and Headteacher awards.

4. Understanding Behaviour as Communication

- **Emotional Support & Coaching:** We acknowledge that negative or challenging behaviour often signals an unmet need, anxiety, or emotional difficulty. We utilise *Emotion Coaching* ("connect before re-direct") and attachment-aware principles (PACE/PLACE) to help pupils understand and self-regulate their emotions.
- **Non-Judgemental Approach:** Staff analyse the causes underlying behaviour rather than judging the child, working to create understanding and self-discipline.

5. Consequences, Restoration, and Equity

- **Proportional & Educational Consequences:** Actions have consequences, which are designed to be educational and restorative—helping pupils repair relationships, clean or fix damaged items, or catch up on missed learning time.
- **Protective Measures:** Where necessary, protective measures (such as adapting routines or adjusting learning spaces) are used to safeguard the learning environment and keep all children safe.
- **Equity over Equality:** We recognise that while expectations remain high for all, personalised approaches, risk reduction plans, and adjustments are made for pupils with specific social, emotional, or educational needs (SEND).

6. Safety, Exclusions, and Physical Intervention

- **Safe Environment:** The safety and wellbeing of all children and staff are paramount.
- **Reasonable Force:** Staff have the power to use reasonable force only when strictly necessary to prevent physical harm, serious property damage, or severe disruption, adhering to Department for Education guidelines.
- **Suspensions/Exclusions:** Fixed-term exclusions are considered a last resort. They are reserved for incidents involving dangerous behaviour causing physical harm, persistent disruption that defeats support strategies, or abusive language. Reintegration plans are implemented after any exclusion to re-establish boundaries and support success.