

Appendix A -

Bernards Heath Junior School



Written Statement of Behaviour Principles

1. A commitment to a positive and respectful culture within our school

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through clear vision and values focusing on realistic and age appropriate social and academic expectations for all.

2. Behaviour is a form of communication

Responses to emotional wellbeing and behaviour are non-judgmental, curious, and empathetic. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

3. Not all behaviours are a choice

Children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

4. Behaviours can change and improvement can be secured

Expectations of children's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured.

5. Clear boundaries – Our school values are paired with an individualised graduated response where needed.

A nurturing and structured environment is used to keep children and adults safe. A clear, well communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a child's needs including educational, mental health and other needs or vulnerabilities.

6. Children may develop academically and emotionally at different rates

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may still require differentiated planning.

7. Children and young people are supported to develop internal discipline/self-regulation and resilience

A variety of individualised feedback, rewards, or consequences may be used to develop children as resilient independent learners with positive emotional wellbeing and behaviour.

8. A commitment to equality and equity

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour.

9. A commitment to exclusion reduction

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

10. Engagement of families, outside agencies and the wider community is sought when planning support for children

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for children. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

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

This statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

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

Reviewed: July 2025