



Wilburton CE Primary School

Principles to Support Behaviour Management

Reviewed by Full Governing Body: April 2023

The governors at Wilburton C of E Primary believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

The school governors endorse Cambridgeshire County Council's approach to behaviour management in schools, known as Cambridgeshire Steps. As part of this approach, we know that positive emotional wellbeing is an essential prerequisite to effective learning. The principles outlined below will help to give a framework for the school's behaviour policy, which is the responsibility of the Headteacher.

Principles

1. A commitment to a positive and respectful culture within the school or setting

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 a clear vision, and values focusing on realistic social and academic expectations for all.

2. Behaviour is a form of communication

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. 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

Pupils 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 pupils' emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements achieved.

5. Clear boundaries are paired with an individualised graduated response where needed

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

6. Pupils may develop academically and emotionally at different rates

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

7. Pupils are supported to develop internal discipline/self-regulation and resilience

A variety of feedback, reward, or consequence systems are used to develop pupils as resilient, independent learners with positive emotional wellbeing and behaviour.

8. A commitment to equality and equity

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

9. A commitment to exclusion reduction

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for permanent 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 pupils

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for children and young people. 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.