

The Chiltern School	Behaviour Principles Statement	
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Date Policy Adopted	Policy Review Date	Author
April 2022	April 2023	Louise Clarke

The Chiltern School Vision

Where we learn and achieve together, where we dare to be different. Our vision is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and the DFE guidance (Behaviour and Discipline in Schools (2014): The Role of the Governing Body.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Behaviour Policy at The Chiltern School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in the school, as well as taking full account of law and guidance on behaviour matters.

This is a statement of principles, not practice: it is the responsibility of the headteacher to take these principles into account when formulating the Behaviour Policy.

The Headteacher 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), the Equality Act 2010 and the SEND code of Practice.

The Behaviour and Mental Health Policy must be published on the school's website.

Principles

- To promote understanding of behaviour in line with the ARC model
- To use a trauma informed approach
- To provide a nurturing and positive environment where everyone feels safe and valued
- To teach according to the needs of each individual
- Model the behaviour that we expect from our learners, especially with regard to the school expectations
- To treat all learners with respect and do not talk about them in front of others
- Provide clear expectations, with particular reference to the Chiltern School values boundaries with well-established classroom routines
- Use The Chiltern School values to structure praise and motivation

- To teach the consequences of actions and behaviour in a non-judgemental way.
- Regularly provide specific descriptive praise to reinforce desirable behaviour and healthy self esteem, especially in keeping with the school values
- Ensure all learners can communicate as effectively as possible
- Understand what a specific behaviour is communicating and to teach appropriate alternatives, thereby promoting self-regulation
- To observe, gather and analyse behaviour data to develop well informed and appropriate strategies together with parents/carers and professionals
- Adopt proactive approaches to support regulation and reduce the likelihood of escalation
- Monitor and adapt our approach according to the individual needs of our learners
- Develop and use strategies to minimise behaviours of concern.
- Contribute to and support understanding of pupils regulation needs and strategies, ensuring these are included on the PLPs
- Work closely with families and carers to provide an effective coordinated approach in line with the ARC framework
- To continue improving our provision, staff are encouraged to continually reflect on their practice and to maintain an inquisitive mind

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