

Behaviour Statement of Principles:

1. All children, staff and visitors have the right to feel safe and respected at all times at school
2. The school rules are outlined in the Pupil Handbook, outlining expected behaviour
3. A system of Positive Behaviour Management is to be implemented for each pupil with a wide range of rewards, fairly applied in such a way as to encourage and reward good behaviour around school.
4. It is recognised that the use of consequences (including rewards) must have regard to the individual situation and the individual student and run by the teaching staff, however, the Centre Manager is expected to use her discretion in the sanctioning of any new rewards or consequences.
5. Consequences must be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary. Reward systems must be individualised for each pupil to be presented in a way that is understandable to them, with rewards that are achievable and meaningful to them. All staff must try focus on and praise positive behaviour twice as much as they focus on a pupil's negative behaviour. This way we maintain a focus on what can be earned instead of lost, helping a pupil understand good behaviour, feel positive about themselves and role model a supportive culture.
6. Exclusions, particularly those that are permanent, must only be used as the very last resort. Exclusion policy and terms are laid out in our exclusions policy which is authorised and approved by Directors. Exclusions reviewed and discussed in managerial meetings with Directors.
7. The Centre Manager and Directors to include guidance on the use of de-escalation and reasonable force, within the Behaviour Management Policy. We recognise government guidance on reducing the need for restraint and restrictive intervention, which is reflected in our policies, procedures and behaviour plans.
8. School and Home need to work together by maintaining communication about the pupil's wellbeing, change in circumstances or needs. 3D school encourages parents and carers, at any time, to raise any concerns they have either about issues in and out of school. In turn the school will endeavour to find any way we can to support these issues, within their individualised, holistic curriculum.
9. Pupils are set up to achieve, our aim is to try and find the pupils triggers and work with the pupil to gain positive coping strategies. This requires the pupil and all teaching staff to identify/receive not only reactionary strategies for particular behaviours but to have a personal behaviour programme aimed at developing and improving their own understanding and behaviour.
10. All pupils, staff and visitors are free from any form of discrimination and are to be listened to if they feel they have been unfairly treated.
11. Staff and volunteers set an excellent example to pupils at all times, nurturing a culture based around the golden rule: do unto others what you would have done to yourself. We must patiently help pupils develop/understand the effect of their behaviour on others.
12. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life