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## **Governors' Statement of Behaviour Principles**

### **"Loving God and Loving our Neighbour"**

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Our behaviour principles at St. Giles' reflect our Christian values and ethos as well as guide our practice and policies. The governors expect the following:

- All staff, children and visitors have the right to feel safe, valued and respected
- St. Giles' is an inclusive school where all learners have the right to receive what they need to reach their full potential
- Bullying or harassment is unacceptable and should be addressed accordingly
- The school should foster an 'anti-bullying' approach throughout the year, maintaining the Gold Charter mark award
- Adults in school should model positive behaviour and our Christian values of respect, courage, friendship, compassion, thankfulness and forgiveness.
- The school should work in partnership with parents to promote positive behaviours and outcomes
- Children should be supported to have good mental health, build resilience and be able to regulate their emotions
- The school will seek support from external agencies when appropriate
- Behaviour management should be consistent and fair across the school. Pupils should be encouraged to take responsibility for their actions
- External exclusions will only be used as a last resort
- Parents should follow the guidance in the Parent Handbook and are expected to conduct themselves appropriately

#### **At St. Giles', we also subscribe to the six principles (linked to theory) of the Thrive Approach:**

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

