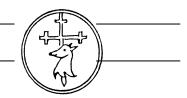
St. Giles' C of E (Aided) Infant School



Dene Road, Ashtead, KT21 1EA

Governors' Statement of Behaviour Principles

"Loving God and Loving our Neighbour"

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 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.