

Carterhatch



Infant School

Governors Statement Behaviour Principles – Relational Response

This statement of general principles has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance. (Behaviour and Discipline in Schools, 2014).

The purpose of this statement is to provide guidance for the Co-Heads in compiling the school's behaviour/relational response policy, so that it reflects the shared ethos of the school. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Co-Heads to draw up the school's behaviour policy, taking into account these principles and those of the DfE publication 'Behaviour and Discipline in Schools'.

The Governors of Carterhatch Infant School believe that high standards of behaviour and communication lie at the heart of the school and that everyone is valued. All children and staff have the right to feel safe at all times with mutual respect between staff and children and between each other. All visitors to the school should feel safe at all times and in all parts of the school.

The School values should be clearly stated in the Behaviour – Relational Response Policy. These should be displayed in relevant parts of the school and shared with and explained to all children. The governors expect these to be consistently modelled and applied by all staff.

Our schools use regulation zones (Thinking Time) and discussion time when a child has become dysregulated and is displaying challenging communication. This approach is also adopted when a child is consistently challenging expectations and needs support to make positive communications. Consequences are given based on the circumstance, the child's development stage and consistency of which the circumstance or challenging communication arises.

Please refer to the schools Behaviour/Relational Response policy for more details.

The Governing Body reviewed this statement in September 23.