



Statement of Behaviour Principles

These behaviour principles have been developed with reference to the DfE guidance document *Behaviour and discipline in schools: Guidance for governing bodies*. Governors recognise their responsibility to provide clear advice and guidance to the Headteacher on which he/she can base the school behaviour policy. Governors have notified the Headteacher of the expectation that the following should be covered in the school behaviour policy, as per the *Behaviour and discipline in schools: Guidance for governing bodies* document:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for).
- The power to use reasonable force or make other physical contact.
- The power to discipline beyond the school gate.
- Pastoral care for school staff accused of misconduct.
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Key Beliefs and Principles

At Mill Water School we want our Attachment Aware Behaviour Regulation Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate. We want our pupils to be able to manage their behaviour in a positive way so they can be ready to engage with their learning. It is imperative we understand how we can offer pupils the security and relationships needed to meet their individual wellbeing and mental health needs and guide them along their journey towards becoming independent, resilient, life-long learners.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the behaviour policy at Mill Water School; however, the Headteacher must take account of these principles when formulating this:

- We promote a caring and supportive learning environment which encourages positive behaviour and enables all members of the school community to feel safe, secure and respected.
- All members of our school community have a right to be treated with respect and kindness.
- The school's behaviour policy must reflect the complex needs of pupils and how this affects their ability to self-regulate and manage their behaviour.
- Challenging behaviours are a consequence of unmet needs and can arise for different reasons; pupils should be encouraged to communicate their needs safely and appropriately.
- Pupils are happy and more able to self-regulate and behave well when their needs are understood and met.

- Pupils need a personalised approach to support them to manage their behaviour.
- Supporting pupils in managing and improving their behaviour is a role for all adults working at the school in collaboration with parents/carers. Outside agencies may also be involved to offer further support.
- Adults must understand pupils' individual communication and learning styles, social interaction skills, and sensory/emotional deficits, and have realistic expectations.
- All adults can learn strategies to support pupils to improve their behaviour.
- Any restrictive intervention must be legally and ethically justified, be necessary to prevent serious harm, and be the least restrictive option for the shortest period of time.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.