



TREEHOUSE SCHOOL

Written Statement of Behaviour Principles

Governors' Written Statement of Behaviour Principles (to be read in conjunction with Behaviour and Positive Handling policies).

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Positive Behaviour policy and by stating the principles which governors expect to be followed. This is a statement of principles, not practice and it aims to underpin the governors' duty of care to pupils and employees, promote teaching and learning and high standards of attainment and preserve the reputation of the school. Practical applications of these principles are the responsibility of the Head teacher.

This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our school vision and the principles of the organisation, '**Making the Ordinary Possible.**'

- Learners do their best
- Learners become independent
- Learners thrive
- Learners make friends
- Staff are excellent practitioners
- Staff support and value one another
- Staff are committed to the work of the school
- Parents/Carers work in partnership with the school
- We work and learn together with neighbouring schools and the wider community

Principles

TreeHouse School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect learners should be set out in the Behaviour and Equality policies.

The school rules should be clearly set out in the Behaviour Policy. Governors expect these rules to be consistently applied by all staff.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Governors believe that every member of the TreeHouse community has the right to feel secure and respected within the school environment. Due to the complex nature of their learning difficulties, many of our pupils need significant support in the development of appropriate personal and social behaviours. This learning forms an integral part of the school's curriculum. Parents /carers should be involved in a discussion about strategies and techniques being use so that there is a consistent approach both in school and at home.

- a. The Governors expect all staff, pupils and parents to cooperate to maintain an orderly climate for learning.
- b. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- c. Where sanctions are used those should always be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- d. The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- e. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- f. The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Positive Handling Policy.

It is understood that every pupil at TreeHouse has certain essential rights. These are:

- ✓ To be treated as an individual
- ✓ To be addressed by their name and never referred to as if they were not present or able to understand what is being said
- ✓ To be seen as an individual who is able to achieve – not a disability
- ✓ To be free from neglect or abuse whether it be physical, emotional or sexual
- ✓ To have equity of access to resources and provision as appropriate for individual needs
- ✓ To have individual needs met
- ✓ To have every opportunity for independence in activity
- ✓ To be given the opportunity to express their views and opinions by whatever means possible
- ✓ To be listened to
- ✓ To be involved in decision making
- ✓ To form friendships
- ✓ To experience privacy, dignity and respect in their lives
- ✓ To feel safe and secure
- ✓ To be given information about what is happening before it happens
- ✓ To be offered a curriculum that is relevant, age appropriate and differentiated for their needs