**Behaviour Principles written statement.**

Dovecote School is committed to ensuring positive and high behavioural standards for all students. This statement sets out the broad values and principles regarding the Behaviour (Building Positive relationships) Policy that are expected and promoted at Dovecote School. This statement has been approved by the Headteacher and the Advisory Board, believing it accurately reflects the school’s ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher who will view each case considering these principles and any relevant policies.

**Principles**

The school’s primary concern is the safety, wellbeing, and education of all students; actions taken in cases of undesirable behaviour are with the intention of upholding student and staff wellbeing and educational progress, as well as fulfilling all safeguarding responsibilities.

The school will promote a calm and orderly environment to enable students to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will promote and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork, and coordination.

The school endeavours to ensure that all students, staff, and visitors always feel safe in the school environment through high quality of care, support, and guidance.

All students have a right to fulfil their greatest educational and personal potential and to feel they are valued members of the school community. They should be free from bullying, discrimination, undesirable and distracting peer behaviour.

The school ensures that rules are consistently applied across the school and where sanctions are exercised, they are in line with the school’s Building Positive Relationships (Behaviour) Policy and are taken seriously. Desirable behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to students displaying behaviours; acknowledging behaviour as communication, before and/or alongside measures considering students’ home circumstances and any specific need.

Any kind of violence, threatening behaviour, or abuse between students, or by members of the school community towards the school’s staff, will be considered on an individual basis. If a parent or carer does not conduct themselves in line with protocol and guidance, the school reserves the right to consider their presence on the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the headteacher and CEO, and clearly set out within the school’s Building Positive Relationships (Behaviour) Policy and Physical Intervention Policy.

The school upholds clear and effective policies that are applied consistently and fairly by all staff.

**General expectations**

The school has high expectation for students’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and non-negotiables for the behaviour of students across all aspects of school life, not just in the classroom.

The school makes non-negotiables and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general non-negotiables will be displayed in classrooms and around the school. (This will be developed with students in the first weeks of the school term) The school’s emphasis is on encouraging and praising desirable behaviour and supporting individuals who are struggling to meet the non-negotiable behavioural standards.Each student receives the necessary pastoral support and social and emotional support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about students.

The school does not tolerate offensive or insulting language in any circumstances and promotes polite and considerate behaviour by all. Bullying, discrimination, sexual harassment, sexual abuse, and sexual violence are not tolerated, online or offline. Students are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently, and effectively.

The school supports students to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All students are taught to actively support the wellbeing of other students.

Consistent and positive Engage is promoted, developing and demonstrating high levels of self-regulation and consistently positive attitudes to their education.

Students are held to high standards of attendance. The school will support families appropriately and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school’s standards.This statement, and the policies that are influenced by it, applies to all students and staff inside and outside of school.