




Policy Originator	Campsbourne Governors
Committee Responsible	Full Governing Body
Last reviewed	Spring 2024
Ratified on	27.03.2024
Review period	Annual
Signed	

GOVERNING BODY'S STATEMENT OF BEHAVIOUR PRINCIPLES

The school is committed to safeguarding and promoting the welfare of children and expects all members of the school community to share in this commitment.

At Campsbourne School, we believe in fostering a positive and inclusive learning environment built on relationships. Our approach to promoting positive behaviour has been adopted from the Anchor Approach Principles¹ and is rooted in understanding, empathy, collaboration and interventions that promote positive change, rather than relying on a sanctions-based system.

The Governing Body has therefore established the following principles² upon which our whole-school relationships and behaviour policy and approach is based:

- The school will use a whole-school relational approach which focuses on helping children to thrive by developing and strengthening relationships, building resilience, supporting inclusion and developing emotion regulation in both staff and pupils.
- The establishment of a relationships-based behaviour policy that supports staff to understand the reasons behind unregulated behaviour and provides clear guidelines on how to manage this behaviour through relationship-building interventions. The behaviour curriculum will outline clear expectations (rules), routines, interventions (consequences) for challenging behaviour and recognition (rewards) for exceptional behaviour. This policy is to be reviewed by the Governing Body annually.
- Recognition that it is the head teacher and staff's statutory authority to [intervene where pupils behaviour is unregulated, using the approach outlined in the Behaviour and Relationships Policy both in, and in some cases, outside of school.](#)
- Provision of a range of effective strategies [and interventions](#) to respond to different behavioural issues which are proportionate to the level of [unregulated](#) behaviour that occurs.
- Provision of an effective Anti-Bullying policy giving specific guidance and support to prevent and deal with cases of bullying.
- Requirement for the head teacher and staff to monitor and [track key behaviours \(positive and negative\) and maintain a continuous review of behaviour management procedures.](#)
- Provision of appropriate behaviour management arrangements with regard to safeguarding and the promotion of the welfare of children and to its general duty to eliminate discrimination under Section 149 of the Equality Act 2010.
- Requirement for staff to follow the latest guidance concerning 'Use of Reasonable Force', teachers' powers to screen and search pupils and the power to discipline beyond the school gate.
- Requirement for the head teacher to draw on advice set out in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when dealing with an investigation into staff misconduct, [including pastoral support for staff who are accused.](#)
- [Clear procedures are in place for multi-agency assessment if a student has complex behaviour needs.](#)

More details of the [Relationships and Behaviour Policy](#) can be obtained from the school office/school website.

This statement of principles is reviewed annually alongside the [Relationships and Behaviour Policy](#).

This statement was reviewed [Autumn 2023](#)

¹ www.anchor@haringey.gov.uk

² 'Behaviour and Discipline in Schools; Guidance for Governing Bodies' (DFE 2015)