

# Vallis First School

## Behaviour Policy – Governors Statement of Principles



Version	Reviewed By	Date Approved	Approved by	Revision Date
1.0	FGB	November 2024	FGB	November 2025

Approved: November 2024

Holly Lawton  
Chair of Governors



The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and its parents/carers. In particular, the policy and its underlying principles should:

- Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children
- Be so worded that they can be explained clearly to children of any age and level of attainment
- Enhance the safety and welfare of children and staff, and their perceptions of safety. All students, staff, and visitors should feel safe, valued, and respected
- Make clear the links between the quality of the children's learning and appropriate behaviour. Promoting and improving teaching and learning and the children's enjoyment of school will encourage and support positive behaviour
- Encourage a healthy balance between, and a positive attitude towards, competition, collaboration, success, rewards and sanctions, to encourage positive behaviour
- Promote consistency of application and support with continuing professional development for all staff
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes
- Exclusions will only be used as a last resort. The processes involved in suspensions and permanent exclusions will follow Local Authority policy.
- Parental involvement in behaviour incidents is crucial to foster positive home/school partnerships
- Be transparent and well-focussed on inclusion, equality of application and match to each child's needs, in the context of social background, gender, race, religion, sexual orientation and disability
- Ensure that vulnerable children – such as those with special educational needs, physical, social or emotional health needs, and looked-after children – receive sensitively applied behavioural support, matched to their needs.

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