Behaviour Principles Statement

Date	September 2026
Approved By	Full Governing Body
Date Approved	5/10/26
Review Date	September 2027
Staff role responsible for review	PBS Lead / Headteacher with governors

This policy applies to all stakeholders within Ivel Valley School & College

Introduction and Aims

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and the DFE guidance Behaviour and Discipline in Schools (2014): The Role of the Governing Body.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at Ivel Valley School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in the school, as well as taking full account of law and guidance on behaviour matters.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to take these principles into account when formulating the Behaviour Policy.

The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (February 2024), the Equality Act 2010 and the SEND code of Practice.

The Behaviour Policy must be published on the school's website.

The Governing Body's Behaviour Principles

The governing body ensures that the key components of the behaviour policy listed below are there to support the pupils at Ivel Valley School & college reaching their potential. In addition, the behaviour policy aims to support the pupils by preparing them for their chosen destination whether this is work or further educational studies and setting them up for success in adulthood including being able to manage demands of society effectively.

The Governing Body directs the headteacher to ensure that the school behaviour policy includes the following:

- To teach according to the needs of each individual
- Model the behaviour that we expect from our learners, especially with regard to the school rules
- To treat all learners with respect and do not talk about them in front of others
- Provide clear expectations for all pupils
- Use structured praise and motivate primarily with rewards and incentives rather than punitive measures
- To teach the consequences of poor choices in a non-judgemental way.
- Regularly provide specific descriptive praise to reinforce desirable behaviour and healthy self-esteem, especially in keeping with the school rules
- Ensure all learners can communicate as effectively as possible
- Understand what a specific behaviour is communicating and to teach appropriate alternatives, thereby promoting self-regulation
- To observe, gather and analyse behaviour data to develop well informed and appropriate strategies together with parents/carers and professionals
- Adopt proactive approaches to support positive behaviour and reduce the likelihood of escalation
- Monitor and adapt our approach according to the individual needs of our learners
- Develop and use strategies to minimise behaviours of concern.
- Contribute to and support positive behaviour support plans for individual pupils
- Work closely with families and carers to provide an effective coordinated approach in line with our PBS model
- To continue improving our provision, staff are encouraged to continually reflect on their practice and to maintain an inquisitive mind
- Guidance on screening/searching pupils
- Guidance on the use of reasonable force or other physical contact
- Guidance on discipline beyond the school gate
- Guidance on pastoral care for school staff accused of misconduct