

Behaviour Principles Written Statement

Southgate School, along with its governing body, are proud to promote good behaviour through building **positive relationships**. Alongside being a non-sanctioning school, we have **high expectations** of behaviour in our school, and adults' model this at all times. They provide regular positive reinforcement of good behaviour throughout the school day.



We are committed to promoting effective nurture practice through the **Six Principles of Nurture**; these are the core values that underpin all of our work:

- All behaviour is communication
- Children's learning is understood developmentally
- The classroom offers a safe-base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- Transitions are significant in the lives of children

Nurture is grounded in attachment theory, an area of psychology which explains the need for any person to be able to form secure and happy relationships with others. Research has shown that nurture makes a considerable difference to both behaviour, social skills and the ability to learn.

Our staff work in a **restorative** way with pupils to ensure that when incidents happen, they are viewed as a learning opportunity rather than a moment to punish. Each pupil has a fresh start at every opportunity and we have **unconditional positive regard** for all our pupils at all times, no matter what. Both through restorative practices, that are personalised to meet individual SEND needs, and through daily teaching, our emphasis is on pupils recognising and exploring their own emotions. This leads to them having greater resilience and more **independence** as they mature.

We are committed to promoting safe practice within the context of **respect** and **dignity**; the core values that underpin all our work. Our aim is for all pupils to build secure and **trusting** relationships with staff and their peers. Our pupils will then be able to thrive and reach their potential across all **developmental** aspects.

All staff are responsible for helping pupils to recognise and **regulate** their emotions, **anxiety** and any resulting challenging behaviour. We will continually **reflect**, plan and act to reduce anxiety. If pupils are in crisis or display challenging behaviours, all staff will manage this calmly, effectively and keep everyone safe.

We are also committed to working with all stakeholders in the best interests of each pupil. We strongly recognise that building positive relationships with **families** and communicating effectively, is key to securing the best behaviour outcomes for our young people.