**Examples of the first 2 pages of your document.**

Behaviour policies support the goals of the curriculum by enhancing safety, trust, communication focus, concentration, and community skills.

Generalised statements result in generalised inconsistent behaviour from staff and pupils.

**Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally (Ofsted)**

EXAMPLE:

Behaviour in our school is an empowering word of how we all learn to thrive individually and as part of a team and wide community.

As a school we understand that children do not always come in with an experience or knowledge of what is masterful and informed behaviour. Therefore, we always commit to ensuring our children are supported, educated and allowed time to learn and grow.

**OWNERSHIP**

As a school we understand that to maintain high standards of behaviour our community requires Consistency, growth and embedded guidance and empowering tools to regulate and reinforce safety and trust.

This comes from the top down.

1. Words matter

Language - power to transform the understanding, impact of a goal

Eg. “need to” in your body how does it feel?

Compare to “what could you choose to do here to make a change/

* The purpose of xxxxx behaviour and anti- bullying policy is to outline the school’s high expectations for exemplary behaviour.

* The purpose of xxxxxxx policy is to outline the schools exemplary beliefs and support systems that will equip and guide its community into a safe, trusting, collective where behaviour is improved and enhanced throughout their school experience.
* Exemplary behaviour is a skill that we all commit to learning in our school.

**Structure: check gov doc. There are clear sections.**

**Underlying objectives of the policy.**

When a child enters our community, we ensure that they become aware of how we behave individually and within groups.

Our behaviour policy is to ensure there is effectiveness for emotional, intellectual, and physical development.

* Building an environment that equips everyone to reach high expectations
* Provide quality trainings and systems for staff to ensure how to effectively manage, enhance and grow the behaviour across the school
* This behaviour policy is to affect the capacity for effective behavioural management, support, and expectation
* Prevention methods- as a team we understand that inset behaviours take time, nurture, and knowledge to break, everyone in our school is supported to feel empowered in knowing how they can break cycles.
* Build the team's key foundational knowledge in behaviour enhancement and management.
* To understand that behaviour is a sign of a child having a dysregulated nervous system (fight, flight, fee or fawn) .
* To understand how to look for warning signs before disruptive behaviour occurs.
* Broad understanding of moods and emotions and how they impact behaviour
* Ensure that children are provided with adequate support in learning how to support themselves, prevent situations and manage themselves in an empowering way.
* progress from behavioural outbursts or masking moods to identify and having tools to work through the emotional range that occurs.
* broaden and deepen the communication skill set in emotional intelligence and how it advances behaviour
* draw upon knowledge acquired through pitstops and assemblies to behave in a safe and considered way
* Every pupil is exposed to intentional behaviour from the team, where we model our expectations every day in every way,
* Sophisticated and wide-ranging and expanding knowledge of behaviour
* Learning behaviour (communication skills, physical presence, and emotional understanding)
* Social behaviour - with friends, members of class and community, staff, guests
* Sophisticated understanding that beviour is something we can learn to understand and control and become intentional with.