

MSPRU STATEMENT OF BEHAVIOUR PRINCIPLES

2022

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Executive Headteacher in determining measures to promote good behaviour amongst students. The document 'Behaviour and Discipline in Schools: Guidance for Governing Bodies' (DFE, July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Headteacher and the Assistant Headteacher with responsibility for Behaviour and are set out in a range of school policies, including our Behaviour and Communication Policy.

Our Ethos

As part of the City of Manchester Learning Partnership, we at MSPRU seek to uphold the following shared values in everything we do:

1. Communication
2. Inclusivity
3. Nurture
4. Resilience
5. Aspiration

With respect to our approach to behaviour, this means that we endeavour to:

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| 1. Communication | <ul style="list-style-type: none">✓ Share all relevant policies and procedures with staff, students, and families.✓ Clearly delineate roles and responsibilities.✓ Embed restorative and collaborative practices within all relevant policies and procedures.✓ Deliver training opportunities to key stakeholders to maximize understanding, promote consistency and standardisation across the school, and further develop practice. |
| 2. Inclusivity | <ul style="list-style-type: none">✓ Apply person-centred approaches to all rewards and sanctions systems to ensure all students are treated equitably regardless of personal characteristic.✓ Publish and implement an Exclusions Policy that describes a standardised assessment process for ensuring all Suspensions are lawful, fair, reasonable, and proportionate.✓ Demarcate unambiguous positions on problem behaviours to foster an environment where all members of the school community feel safe to work or study free from any form of discrimination, harassment, bullying, or abuse. |
| 3. Nurture | <ul style="list-style-type: none">✓ Implement systems of positive reinforcement designed to build safety and trust in the student's environment in order to promote the development of desirable behaviours.✓ Underpin all relevant systems and procedures, such as rewards and sanctions and suspensions, with trauma-informed practices to maximise understanding of students' precipitating factors and prevent unethical or unlawful discrimination. |

- ✓ Design and implement systems of positive reinforcement that recognize behavioural learning as developmental, where small step progress and repetition over time may be necessary.
 - ✓ Ensure students' individual behavioural targets are aligned with the school's mantra, 'Be Ready, Respectful, Safe', which encourages student ownership of and responsibility for the choices they make.
 - ✓ Embed the Antecedent-Behaviour-Consequence model within incident reporting systems to ensure that behaviour is understood in terms of motivation and triggers, providing correlating strategies for repair and replacement that promote greater opportunities for successful resolution.
 - ✓ Deliver an ongoing professional training program for staff in order to continually develop key practices such as consistent unconditional positive regard.
4. Resilience
- ✓ Ensure all relevant systems are designed to provide students with an individualised level of challenge appropriate to their current behavioural skill in target areas.
 - ✓ Deliver an ongoing professional training program for staff designed to continually develop staff expertise in behavioural skills deconstruction and appropriate target setting.
5. Aspiration

This written statement of behaviour principles is reviewed and approved by the **subcommittee** annually.