

Behaviour Principles Statement



The Education and Inspectors Act 2006 and DfE guidance (Behaviour and Discipline in Schools, Guidance for Governors 2012) requires Governors to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote positive behaviour. The document “Behaviour in Schools – Advice for headteachers and school staff” (DfE – July 2022) has also been used as a reference in updating these principles. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

Glade Hill Primary and Nursery School is an inclusive school and we are committed to teaching and promoting positive behaviour, fairness, social inclusion and equality. The school is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to conduct and behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school’s ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

Principles

- The Governors believe that high standards and expectations of behaviour lie at the heart of a successful school.
- The school has high expectation for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.
- The school creates a positive and respectful culture in which staff know and care about pupils.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community. The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school.
- The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom. All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.
- This is actively promoted through the school’s ethos and values, supporting children to demonstrate and develop golden behaviour (through our 3 golden rules) and SPARKLY learning.
- The school’s legal duties, in order to comply with the Equality Act 2010, are reinforced through the Behaviour and Anti-Bullying Policies.

- The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated and difference is valued and nurtured. All pupils are taught to actively support the wellbeing of other pupils.
- The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, distracting peer behaviour, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses such behaviour through the Behaviour Policy, which details appropriate sanctions that are applied consistently. The Child Protection and Safeguarding Policy is also followed.
- Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively, as detailed in the Anti-Bullying and Behaviour Policies.
- Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- The school's emphasis is on encouraging and praising positive behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.
- The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance; actions taken in cases of unacceptable behaviour are with the intention of upholding the wellbeing and academic progress of all pupils, as well as fulfilling our safeguarding responsibilities.
- The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity and respect; actively promoting values of understanding and kindness throughout the school community in everyday practice.
- Positive behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately, following the guidelines in our Behaviour Policy.
- Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.
- The school offers comprehensive support to pupils displaying unacceptable behaviour, before and/or alongside disciplinary measures, considering pupils' SEND and individual circumstances.
- The schools sets clearly defined consequences for unacceptable behaviour as sanctions. Sanctions should be applied fairly, consistently, proportionally and reasonably, considering SEND, disability and the individual needs and circumstances of children, with the school offering support as necessary. Sanctions are used minimally and are individualised to suit the level of understanding of the pupils.
- Any kind of violent behaviour, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution, as detailed in our Parent/ Carer/ Visitor Code of Conduct.
- Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board, and is clearly set out within the school's Behaviour Policy. Physical Interventions will only be used to support behaviour as the last resort and for maintaining a safe environment. Key staff will be trained in Positive handling techniques, including Restrictive Physical Intervention (RPI), to support pupils who are known, on occasion, to pose a health and safety risk to themselves or others.

This will be monitored through records and staff must at all times work within the boundaries of this training.

- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which will take the form of reasonable adjustments to our policy.
- Strategies to reduce anxiety, communicate clearly and promote calming techniques are employed to support individual pupils as required.
- Staff model and nurture positive behaviours by having clear expectations and are astutely focused on supporting pupils to learn to manage their own behaviours.
- Pupils are encouraged to make good choices and are given clear guidance about the consequences of the behaviours they choose.
- We work collaboratively with parents/ carers and other agencies to ensure consistency in supporting positive behaviour.
- The Governors strongly feel that exclusions must only be used as the very last resort for serious and/or persistent breaches of the behaviour policy.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

Approval date: 1 December 2025

Review date: December 2026

Approved by: Governing Body