



Behaviour Principles

2026- 2029

Reviewed and ratified by the Governing Body – Spring 2026

Signed by Executive Headteacher:

A handwritten signature in blue ink, appearing to read "Kunst", is written over a horizontal line.

In accordance to the Equality Act and in line with the values of our school and published equality objectives, due regard will always be given to parents, staff and pupils with protected characteristics in the implementation and enactment of this policy.

As a school, we are committed to making it our mission to promote resilience and positive wellbeing for all our pupils and staff. We understand wellbeing as the state of being comfortable, healthy and happy. We will drive the message forward to ensure that mental wellbeing is “everyone's business” across the whole school community. We will strive to create an environment which has a whole school approach in providing excellent positive mental health support, understanding and intervention. We will place wellbeing at the heart of our school.

Our 12, Long Clawson Church of England Primary School, written statement of behaviour principles, which underpin our behaviour expectations and Behaviour Policy

1. High Expectations for Behaviour & Conduct

We believe every pupil has the right to learn in a calm, safe and orderly environment. The school must promote the highest standards of behaviour, mutual respect, courtesy, and self-discipline at all times.

2. Safe, Inclusive and Supportive Environment

The staff and the governing body expects the school to maintain an environment where all pupils feel safe, welcomed and valued. Bullying, discrimination, peer-on-peer abuse and harassment will not be tolerated, and all incidents must be dealt with promptly, proportionately and effectively.

3. Strong Attendance and Punctuality Culture

The governing body expects the school to promote excellent attendance and punctuality. Early intervention must be used to address barriers, working in partnership with families and external professionals where needed.

4. Positive Relationships and Respectful Culture

Staff and pupils must model respectful relationships. Behaviour systems and expectations must be applied fairly, consistently and without discrimination. Restorative approaches should be available to help rebuild relationships and promote understanding.

5. Clear, Consistent Behaviour Systems

The school must have a clear behaviour policy outlining rewards, sanctions, and support strategies. These systems must be understood by staff, pupils and families, and implemented with consistency and fairness.

6. Support for SEND and SEMH Needs

Behaviour policies and practices must reflect the needs of pupils with SEND or social, emotional and mental health (SEMH) difficulties. Reasonable adjustments must be made where appropriate, without compromising safety or learning.

7. Curriculum and Environment that Promote Positive Behaviour

The school must provide a curriculum and learning environment that engage pupils, reduce disengagement and prevent poor behaviour. Staff should teach routines explicitly and use strategies that promote positive learning behaviours.

8. Fair and Proportionate Responses to Behaviour

Punitive approaches alone are not sufficient. Any sanctions must be lawful, reasonable and proportionate. Pupils should be supported to understand the impact of their behaviour and learn strategies to improve.

9. Staff Training and Leadership Accountability

The governing body expects leaders to ensure all staff receive high-quality training on behaviour, safeguarding, de-escalation, trauma-informed practice and inclusive behaviour approaches. Leaders must model the behaviour expectations they set.

10. Monitoring, Data and Accountability

Behaviour, bullying, attendance and exclusion data must be monitored regularly by school leaders and reported to the governing body. Governors will evaluate trends, question leaders where necessary, and ensure improvement actions have impact.

11. Pupil Voice and Community Contribution

Pupils should have meaningful opportunities to contribute to school life, such as through school council roles or leadership responsibilities, reinforcing positive behaviour, responsibility and belonging.

12. Partnership with Parents and Carers

The school must work collaboratively with parents, communicating expectations clearly and supporting them to reinforce good behaviour and attendance from home.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Date	Page	Change	Approver
1/3/26	All	EHT created a new document of principles to underpin the new Behaviour Policy being adopted, aligned with 2025 Ofsted Behaviour & Attendance toolkit criteria	KL - FGB