



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

BEHAVIOUR PRINCIPLES WRITTEN STATEMENT

This statement, agreed by the Governing Board, sets out the principles that guide the drawing up, implementing and reviewing of the school's Positive Relationships Policy.

Key Principles

- *Safe, Calm and Inclusive Learning.* We believe that all members of our school community should be able to learn and thrive in a safe, secure, calm and purposeful environment. We expect behaviour that supports effective learning and reflects our Christian values of respect, resilience and compassion.
- *Dignity and Respect for All.* All pupils, staff, governors, volunteers, parents and visitors will be treated with dignity and respect. We value strong, positive and appropriate relationships and seek to ensure that everyone feels welcomed, included and valued. Discriminatory, abusive, derogatory or bullying behaviour of any kind will not be tolerated.
- *Equality and Inclusion.* We are committed to eliminating discrimination, harassment and bullying and to promoting equality of opportunity irrespective of race, gender, age, disability, religion, sexuality or background. We recognise that some pupils may require reasonable adjustments and additional support to meet behaviour expectations.
- *A Restorative and Relational Approach.* Our behaviour culture is rooted in positive relationships and restorative practice. We encourage pupils to take responsibility for their actions, understand the impact of their choices and repair harm where appropriate. Sanctions will be fair, proportionate and focused on restoring relationships.
- *Consistency and High Expectations.* Leaders and staff will apply behaviour expectations consistently, fairly and predictably so that pupils and families understand what is expected. High standards of conduct will be modelled by adults throughout the school community.
- *School Values.* All members of the school community are expected to promote, embrace and demonstrate our six school values:
 - Responsibility
 - Respect
 - Resilience
 - Compassion
 - Confidence
 - Co-operation

These values underpin our approach to behaviour, relationships and personal development.

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

Curious minds, resilient learners, compassionate community.
Be strong and courageous (Joshua 1:9)



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- Behaviour Policy Expectations. The Headteacher will ensure that the Behaviour Policy:
 - is aligned with safeguarding duties and statutory guidance, including Keeping Children Safe in Education;
 - makes reasonable adjustments for pupils with SEND and those with social, emotional and mental health needs;
 - clearly sets out routines, expectations, rewards, sanctions and procedures for recording and responding to incidents;
 - explains how parents and carers will be informed, involved and supported;
 - reflects the school's restorative and relational ethos.
- *Support and Early Intervention.* The school believes that early support is essential in helping pupils succeed. Where pupils experience difficulties in meeting behaviour expectations, appropriate support, targeted interventions, specialist advice and personalised plans, including SEND support and Education, Health and Care Plans (EHCPs) where appropriate, will be used.
- *Behaviour Curriculum.* Pupils will be explicitly taught the school's behaviour curriculum, including routines, expectations, self-regulation, respect and positive relationships, so that they understand and can demonstrate the standards expected within the school community.
- *Staff Training and Leadership Support.* Staff will receive appropriate training, guidance and support to implement the Behaviour Policy effectively and safely. Leaders will monitor practice, provide coaching where needed and promote a consistent approach across the school.
- *Serious Misconduct and Exclusions.* The Governing Board emphasises that violence, threatening behaviour, bullying, discriminatory conduct or actions that place others at risk will not be tolerated. Exclusion will be used only as a last resort and in accordance with statutory guidance. When exclusions occur, statutory procedures and educational provision requirements will be followed.
- *Monitoring and Review.* Governors will review this statement annually, or sooner if legislation or statutory guidance changes. The Headteacher must have regard to this statement when developing, implementing and reviewing the school's Behaviour Policy.

This written statement of behaviour principles was reviewed and approved by the full governing body in September 2026.

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