

Robert Peel Primary School

Behaviour Principles for Robert Peel Primary School



Date policy last reviewed: September 2025

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Behaviour Principles Written Statement

Robert Peel Primary School is committed to ensuring high behavioural standards for all children, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the Headteacher and the Governing Body, 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 school's primary concern is the safety, wellbeing and education of all children; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable children to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all children, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All children have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Promoting Positive Behaviour Policy and are taken seriously.

High standards of behaviour lie at the heart of our successful school and as a school all members of the school community follow and respect our Golden Rules. These are a simple set of expectations which are applied consistently by everyone and require children to take responsibility for their actions and the consequences to their choices.

Good teaching and learning promotes good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach. Staff and Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside the school in encouraging them to become successful citizens.

Robert Peel is an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying

and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will be further reinforced through our Promoting Positive Behaviour and Anti-Bullying Policies that seek to safeguard vulnerable children. We recognise some children may need additional support to meet behaviour expectations.

Any kind of violence, threatening behaviour or abuse between children, 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.

Guidance on the use of physical intervention will be agreed upon by the Headteacher and Governing Body, and is clearly set out within the school's Promoting Positive Behaviour Policy, Permissible Touch policy and Positive handling Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour that are applied consistently and fairly by all staff.

The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the children should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour is outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a child joins the school.

General Expectations

The school has high expectation for children's behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of children across all aspects of school life, not just in the classroom.

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 good choices and supporting individuals who are struggling to meet the expected behavioural standards. Each child receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about children.

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, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in line with its Safeguarding and Child-on-Child Abuse Policies, which detail appropriate sanctions that are applied consistently. Children 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.

The school supports children to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All children are taught to actively support the wellbeing of other children.

All children are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Children are held to high standards of attendance. The school will take swift, appropriate action to ensure that problems of lateness and absence are handled effectively.

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 children and staff inside and outside of school.

The school expects children to follow the same standards of behaviour outside of school. School will respond to any poor behaviour and bullying which occurs anywhere off the school premises and which is reported to school staff. Our policy takes account of misbehaviour at any time which could have repercussions for the orderly running of the school, poses a threat to another child or member of the public or could adversely affect the reputation of the school. Parents are involved in this process and informed.