

# Harrow Lodge Primary School



## BEHAVIOUR PRINCIPLES POLICY

|                            |                                |
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| <b>REVIEWED:</b>           | <b>Summer 2023</b>             |
| <b>APPROVED (L&amp;M):</b> | <b>Autumn 2023</b>             |
| <b>EFFECTIVE PERIOD:</b>   | <b>Autumn 2023-Autumn 2026</b> |
| <b>DUE FOR REVIEW:</b>     | <b>Summer 2026</b>             |
| <b>RESPONSIBLE PERSON:</b> | <b>Mrs L Searle</b>            |

**SIGNED BY CHAIR OF GOVERNORS**

**Written statement of behaviour principles** to assist the Head teacher in establishing the school behaviour policy.

These principles have been determined in the light of the school ethos and the needs of the school. All members of the school community should understand and accept the principles on which the behaviour policy is grounded.

The principles:

- are based on the school's values;
  - can be explained to pupils of any age or ability;
  - represent widespread agreement about standards amongst pupils, school staff and parents;
  - encourage a healthy balance between rewards and sanctions to encourage positive behaviour;
  - promote behaviour improvement as a means of improving learning and teaching.
1. All members of the school community should be listened and responded to.
  2. All members of the school community are entitled to learn in a safe and secure environment.
  3. All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
  4. All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.
  5. School staff and pupils should all show respect for one another.
  6. Good behaviour should be rewarded and consequences should always be applied consistently for unacceptable behaviour, including bullying and violence.
  7. Pupils should act as appropriate ambassadors for the school on, for example, school trips, sports events and journeys to and from the school.
  8. Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, pandemics, or through the divorce or separation of parents should be identified and supported.