Holme Slack Community Primary School

Behaviour Principles Written Statement

This statement has been prepared by the Governing Board in accordance with Section 89 of the Education and Inspections Act 2006. It provides the principles that underpin the school's Relationships and Behaviour Policy.

At Holme Slack Community Primary School, we are committed to providing a nurturing, friendly and safe environment where exemplary behaviour supports effective learning and positive relationships. We believe that every member of our school community should be treated with dignity, respect and kindness and that all children can achieve when expectations are clear, consistent and supportive.

Our Principles

1. Every child has the right to feel safe, valued and respected.

The Governing Board expects the school to maintain a calm, orderly and purposeful environment where pupils and staff feel safe and where bullying, discrimination, harassment and abuse are not tolerated.

2. High expectations apply to everyone.

The school promotes high standards of behaviour through its core expectations of being Ready, Respectful and Safe. These expectations apply consistently to all pupils and adults within the school community.

3. Positive relationships are central to effective behaviour support.

The Governing Board believes that strong relationships between pupils, staff and families are essential in creating an environment where children can thrive academically, socially and emotionally.

4. Behaviour should be taught, modelled and recognised.

Expected behaviours, routines and conduct should be explicitly taught and consistently modelled by adults. Positive behaviour should be recognised and celebrated through praise, encouragement and appropriate rewards.

5. Behaviour is a form of communication.

The school recognises that behaviour may reflect unmet needs, distress, anxiety, trauma, communication difficulties, SEND or other vulnerabilities. Staff should seek to understand the reasons behind behaviour and provide support that enables pupils to succeed.

6. Inclusion and equality must underpin behaviour decisions.

Behaviour systems must be fair, equitable and compliant with the Equality Act 2010. Appropriate reasonable adjustments should be made for pupils with SEND, disabilities, medical needs or other identified vulnerabilities.

7. Consequences should be proportionate and restorative.

Where behaviour falls below expectations, responses should be reasonable, proportionate and consistent. Wherever possible, pupils should be supported to repair relationships, reflect on the impact of their actions and make positive choices in the future.

8. Safeguarding considerations must always be taken into account.

Behaviour incidents should be considered alongside safeguarding responsibilities. Staff should always consider whether behaviour may indicate vulnerability, risk, unmet need or welfare concerns.

9. Restrictive interventions should only be used when necessary.

The Governing Board expects staff to use positive relationships, de-escalation and reasonable adjustments wherever possible. Restrictive interventions and reasonable force should only be used where lawful, necessary, proportionate and in accordance with statutory guidance.

10. Parents and carers are important partners.

The school should work closely with parents and carers to promote positive behaviour, support individual pupils and maintain clear communication regarding expectations and support.

Review

The Governing Board will review these principles regularly and ensure that the Relationships and Behaviour Policy reflects them. The Headteacher is responsible for implementing the policy on a day-to-day basis.

Approved by the Governing Board

Date: 1/9/2026

Review Date: 1/9/2027