

Caldecote Primary School

Governor's Written Statement of Behaviour Principles

September 2026

The Governing Body of Caldecote Primary School believes that every child has the right to learn in a safe, calm, inclusive and nurturing environment where they feel valued, respected and able to thrive. These principles guide the development, implementation and review of the school's Behaviour Policy. They reflect the school's values of **Respect, Responsibility and Resilience** and our commitment to fostering positive relationships, high expectations, emotional wellbeing and successful learning for all pupils.

1. High Expectations Within a Culture of Care

We expect all members of the school community to demonstrate behaviours that reflect our values of Respect, Responsibility and Resilience. Expectations should be clear, consistent, explicitly taught and applied fairly so that all pupils can succeed and feel a sense of belonging within the school community.

2. Positive Relationships and Adult Responsibility

The Governing Body believes that positive relationships are central to successful behaviour and learning. Adults should model calm, respectful and compassionate behaviour, maintain high expectations and demonstrate unconditional positive regard. We recognise that adult behaviour has a significant influence on pupil behaviour and the culture of the school.

3. Behaviour is Communication

The Governing Body recognises that behaviour may communicate an underlying need, difficulty or emotion. While pupils are responsible for their behaviour, the school should seek to understand the reasons behind behaviour, provide appropriate support and teach the skills required for future success.

4. Behaviour is Taught

Positive behaviour, routines, emotional regulation and social skills should be explicitly taught, modelled, practised and reinforced throughout school life. The school's Behaviour Curriculum should help pupils develop the knowledge, skills and habits needed to become successful learners, confident individuals, responsible citizens and effective contributors.

5. Recognition of Positive Behaviour

The Governing Body believes that recognising and reinforcing positive behaviour is fundamental to creating a positive school culture. Pupils should regularly receive encouragement, praise and recognition for demonstrating the school's values, making positive choices and contributing to the community.

6. Fair, Consistent and Educational Responses

Responses to behaviour should be fair, consistent, proportionate and designed to support learning and positive behaviour change. Consequences should be educational and restorative wherever possible, helping pupils understand the impact of their actions, repair relationships and make successful choices in the future. Consequences should never shame, humiliate or punish.

7. Inclusion, Equality and Reasonable Adjustments

The Governing Body expects the Behaviour Policy to promote inclusion and comply fully with the Equality Act 2010. Staff should recognise that some pupils may require reasonable adjustments or additional support due to SEND, SEMH needs, communication differences, trauma or adverse childhood experiences. Behaviour systems should be implemented equitably and without discrimination.

8. Emotional Wellbeing and Safeguarding

The safety, wellbeing and dignity of pupils and staff must always be paramount. Behaviour concerns should be considered alongside safeguarding responsibilities, recognising that behaviour may sometimes indicate unmet need, vulnerability or risk of harm.

9. Restorative and Relational Practice

The Governing Body supports the use of restorative and relational approaches that enable pupils to reflect on the impact of their actions, repair relationships and learn from mistakes. The school's approach should prioritise regulation, reflection and restoration over blame and punishment.

10. Partnership with Families

The Governing Body recognises the vital contribution of parents and carers in supporting positive behaviour and wellbeing. The school should work collaboratively with families, celebrating success, addressing concerns early and developing shared approaches where additional support is required.

11. Serious Behaviour Incidents

The Governing Body expects all incidents involving bullying, discrimination, prejudice, harassment, violence, sexual harassment, sexual violence or behaviour that places others at risk to be addressed promptly, investigated appropriately, recorded and managed in line with safeguarding and behaviour procedures.

12. Monitoring, Accountability and Equity

The Governing Body will monitor the implementation and impact of the Behaviour Policy through regular review of behaviour information, trends and outcomes. Governors will seek assurance that behaviour systems are applied fairly, consistently and effectively, and that no group of pupils experiences disproportionate disadvantage as a result of behaviour processes or decisions.

Approved by the Governing Body: _____

Date: _____

Review Date: _____