

Behaviour Principles Written Statement

Hawthorn Primary School



Approved by: Full Governing Body

Last reviewed on: June 2025

Next review due by: September 2026

Behaviour principles written statement

Hawthorn Primary School is committed to ensuring high behavioural standards for all pupils, 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 board, 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

Our primary concern is the safety, wellbeing and education of all pupils; as an inclusive school, where there are barriers, be they social, emotional or academic, we embrace different approaches with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

Diversity is celebrated at Hawthorn Primary School and we aim to develop a culture of success, providing opportunities for children to develop as independent and confident learners. We prioritise inclusion and ensure that all members of our Hawthorn family (pupils, staff, visitors) are able to enjoy school life, free from any discrimination. At Hawthorn, we create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout our everyday practice. Our values embrace honesty, trust, reliability, respect for themselves and others, care for the vulnerable members of society, regard for the environment and a kindness towards other people.

At Hawthorn we believe that we provide a calm, friendly, disciplined atmosphere, in which hard work and co-operation are respected. All pupils have a right to fulfil their greatest academic and personal potential and should be free from bullying, discrimination and distracting peer behaviour.

Simple routines and expectations make children feel valued members of our learning community and motivated to always try their best. We feel that the key to good behaviour is building trusting relationships with adults and ensuring teaching and learning is engaging and challenging at the appropriate level for all. We want our learning environments to nurture, inspire and motivate our children to be the best version of themselves. This is underpinned by consistent approaches by adults, well-managed classrooms and systems that make explicit what is expected of our children. Where needs are presented, strategies are in line with our Positive Behaviour and Wellbeing Policy.

As well as applying consistent positive behaviour management strategies, staff will also ensure they "know the story" behind the behaviour and strive to understand the cause as a more effective tool in supporting children in need. Behavioural needs can be the result of educational needs, mental health issues, or other needs or vulnerabilities, and staff address these needs via an individualised graduated response. Any kind of violence, threatening behaviour or abuse between pupils, or by members of our school community towards our staff, will not be tolerated. If a parent does not conduct themselves properly, we reserve 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 is agreed upon by the Headteacher and governing board, and is clearly set out within our Positive Behaviour and Wellbeing Policy.

General expectations

We have high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. There are clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

Behavioural expectations and related policies are clear and accessible to members of our school community, and ensure the community agrees they are fair and reasonable. These will be made readily available to read and expectations are displayed in classrooms and around school.

We do 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. Our Positive Behaviour and Wellbeing Policy clearly outlines ways to address harmful sexual behaviour and strategies to support pupils. Pupils 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.

Pupils are encouraged 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 pupils are taught to actively support the wellbeing of other pupils.

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

Pupils are held to high standards of attendance. At all stages of improving attendance we work with pupils, parents, and support agencies to help pupils access their right to a good education. We build good relationships that are strong and trusting and we work together to achieve best outcomes for every child.

Staff lead by example and model their conduct in line with our school's standards.

This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.