



Written Statement of Behaviour Principles

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Written statement of behaviour principles

At Lostock Hall Academy, we believe that excellent behaviour, strong relationships and an inclusive culture are fundamental to creating a safe, respectful and ambitious learning environment in which every student can flourish. These principles underpin our Behaviour for Learning Policy and reflect our commitment to high expectations, equity, belonging and achievement for all.

1. Right to Learn

We believe that every student has the right to learn in a safe, calm, orderly and supportive environment, free from disruption, bullying, harassment, discrimination, intimidation or abuse. The education, welfare and safety of all members of our Academy community are paramount.

2. Inclusion and Belonging

We are committed to ensuring that Lostock Hall Academy is an inclusive community where every student feels valued, respected and able to participate fully in Academy life. We promote a strong sense of belonging and seek to ensure that all students, irrespective of background, identity, ability or personal circumstance, are supported to achieve success.

3. High Expectations for All

We maintain high expectations of behaviour, conduct and self-discipline for all students because we believe every young person can succeed. Positive behaviour is fostered through our core values of Respect, Integrity, Commitment, Teamwork, Citizenship and Accountability.

4. Respect, Equality and Dignity

We foster a culture of mutual respect in which every member of our community is treated with dignity, fairness and kindness. Diversity is celebrated, equality is promoted and discrimination is actively challenged. We believe that differences should be recognised and valued as strengths.

5. Fairness, Consistency and Equity

We are committed to applying behaviour expectations, rewards, sanctions and interventions consistently, fairly and proportionately. Consistency does not require identical treatment in every circumstance. Staff will exercise professional judgement, taking account of individual needs and circumstances and making reasonable adjustments where appropriate, whilst maintaining high expectations for all students.

6. Positive Relationships

We recognise that positive relationships between students, staff, parents/carers and the wider community are fundamental to effective learning and positive behaviour. We seek to build and maintain trusting relationships based on mutual respect, understanding and shared responsibility.

7. Recognition of Positive Behaviour

We believe that positive behaviour, effort, attendance, conduct and contribution to Academy life should be recognised and celebrated. Our systems for recognising success reinforce the values, habits and character traits that enable students to thrive academically and personally.

8. Responsibility, Reflection and Personal Growth

We encourage students to take responsibility for their actions, reflect on the impact of their behaviour and make positive choices. Our approach to behaviour promotes self-discipline, resilience, accountability and good character, helping students prepare for life beyond school.

9. Understanding Behaviour and Providing Support

We recognise that behaviour may be influenced by a range of factors, including special educational needs and disabilities, mental health needs, adverse experiences and personal circumstances. We seek to understand the causes of behaviour, provide timely support and intervention, and work collaboratively with families and external agencies where appropriate. High expectations are maintained alongside appropriate support and reasonable adjustments.

10. Safeguarding and Protection

We maintain that any form of bullying, violence, threatening behaviour, discriminatory behaviour or prejudice-related incident is unacceptable. Our approach to behaviour supports our safeguarding responsibilities and protects the welfare, dignity and rights of all members of the Academy community.

11. Restorative and Educative Approaches

We believe that behaviour management should support learning, personal development and relationship-building. Wherever appropriate, we use restorative approaches to help students understand the impact of their actions, repair harm, rebuild relationships and successfully reintegrate into the academy community.

12. Partnership with Parents or Carers

We recognise parents and carers as key partners in promoting positive behaviour. Effective communication, mutual trust and constructive collaboration between home and the Academy are essential in supporting students to achieve their potential and uphold our expectations.

13. Student Voice and Participation

We believe that students should have meaningful opportunities to contribute to the life and development of the Academy. Student voice is valued in promoting a positive culture, strengthening belonging, developing leadership and encouraging shared responsibility for behaviour and conduct.

14. Behaviour Beyond the Academy

We expect students to uphold the Academy's values and standards whenever they represent Lostock Hall Academy, including when travelling to and from academy, participating in educational visits, engaging in extra-curricular activities and interacting online. Students are ambassadors for the Academy and the wider community.

15. Suspension and Permanent Exclusion

We believe that suspension and permanent exclusion are serious sanctions that should be used only when necessary, lawful, reasonable and proportionate. We seek to reduce the need for exclusion through high-quality teaching, positive relationships, early intervention, targeted support and partnership working with families and external agencies. Permanent exclusion will only be considered as a last resort or where the circumstances are sufficiently serious to warrant such action.

16. Leadership and Professional Example

We expect all staff to model the standards of professionalism, respect, courtesy and conduct that we seek to develop in our students. Consistent adult behaviour is essential in maintaining a positive culture, securing excellent outcomes and ensuring that all members of the Academy community feel safe, valued and respected.

At Lostock Hall Academy, we are committed to maintaining a culture where every student belongs, every student is valued, and every student is supported to succeed. These principles will inform the development and implementation of our Behaviour for Learning Policy and will be reviewed regularly to ensure they continue to reflect our values and aspirations.

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full trustee board annually.