



# RUSHEY GREEN

## Behaviour Principles Statement

Date of Policy:	March 2026	Approved By:
Renewal Date:	March 2027	Full Governing Body

Rushey Green Primary School is committed to ensuring that the school is a place where pupils and staff feel safe, valued and able to thrive. We believe that exemplary behaviour is fundamental to effective learning, strong relationships and a positive school culture. These principles set the strategic framework within which the Headteacher develops and implements the school's behaviour policy.

### **Ethos and Expectations**

- ❖ Rushey Green is a community where pupils and staff feel safe, happy and respected.
- ❖ We expect high standards of behaviour from all pupils and adults, and we hold high aspirations *for every child and of every child*.
- ❖ Behaviour approaches must promote a calm, purposeful and nurturing learning environment.
- ❖ Positive relationships are central to our ethos; behaviour systems must strengthen trust, connection and mutual respect.

### **Inclusion and Understanding of Individual Needs**

- ❖ We recognise that all pupils are different and that behaviour is influenced by emotional, social and developmental factors.
- ❖ Behaviour approaches must reflect our commitment to knowing every child well and supporting them as individuals.
- ❖ Reasonable adjustments must be made for pupils with SEND or additional needs, ensuring equity and fairness.
- ❖ We endorse the nurturing principle that all behaviour is a form of communication.

### **Rights, Responsibilities and Conduct**

- ❖ Every pupil has the right to feel safe, to learn and to be treated with dignity.
- ❖ Every member of staff has the right to teach without disruption and to work in a respectful environment.
- ❖ Pupils are expected to take responsibility for their behaviour and to support others in doing the same.
- ❖ Staff are expected to model the highest standards of personal conduct.

### **Approach to Behaviour Management**

- ❖ Behaviour systems focus on teaching self-discipline, not enforcing blind compliance.
- ❖ Responses to behaviour should be consistent, fair, proportionate and rooted in the school's values.
- ❖ Positive behaviour should be recognised and celebrated.
- ❖ Interventions should be dynamic, supportive and aimed at helping pupils make better choices.

- ❖ A partnership approach with parents and families is essential to securing positive outcomes.

### **Safeguarding and Wellbeing**

- ❖ Behaviour practices prioritise the safety, wellbeing and dignity of every pupil.
- ❖ The behaviour policy must support pupils to feel:
  - Safe
  - Healthy
  - Nurtured
  - Respected
  - Responsible
  - Confident
  - Included.
- ❖ Bullying, discrimination and harassment are not tolerated and must be addressed promptly and effectively.

### **Serious Incidents and Suspensions**

- ❖ Suspensions should only be used as a last resort, when all other appropriate strategies have been exhausted or when necessary to ensure safety.
- ❖ Any suspension must be lawful, reasonable and fair, with due regard for statutory guidance.
- ❖ Governors will monitor patterns, decision-making and the impact of suspensions.

### **Communication and Accountability**

- ❖ Behaviour expectations must be communicated clearly to pupils, staff and families.
- ❖ The Headteacher is responsible for developing and implementing the behaviour policy in line with these principles.
- ❖ Governors will review the Behaviour Principles Statement annually and hold leaders to account for the effectiveness and fairness of behaviour systems.