



Nicol Mere Primary School

Behaviour Principles written statement

Date policy last reviewed: September 2026

Nicol Mere Primary School
Behaviour Principles Written Statement



Purpose

This Written Statement of Behaviour Principles has been approved by the Governing Body in accordance with Section 88 of the Education and Inspections Act 2006.

It provides the guiding principles upon which Nicol Mere Primary School's Behaviour Policy is based. The Governing Body believes that positive behaviour, strong relationships and high expectations are fundamental to creating a safe, inclusive and successful learning environment where every child can thrive socially, emotionally and academically. The statement reflects the school's ethos, values and commitment to supporting all children to achieve their full potential.

Our Behaviour Principles

1. Every Child Has the Right to Feel Safe, Valued and Respected

The Governing Body believes that every child has the right to learn in a safe, supportive, nurturing and inclusive environment where they feel valued, respected and protected. All members of the school community have a responsibility to contribute to a culture of kindness, respect and consideration for others that is free from bullying, discrimination, harassment and disruption.

2. Nicol Mere Values and Ethos

The Governing Body believes that the values of **Respect, Honesty, Appreciation, Teamwork and Resilience**, together with the school's commitment to **Equal Opportunities, Ambition, Love for Learning and High Academic Standards**, should underpin all aspects of school life.

These values provide the foundation for behaviour, attitudes and relationships throughout the school community.

We believe that:

- **Respect** helps children value themselves, others and the wider community.
- **Honesty** encourages children to take responsibility for their actions and develop trust and integrity.
- **Appreciation** promotes gratitude, kindness and recognition of the contributions of others.
- **Teamwork** supports collaboration, cooperation and positive relationships.
- **Resilience** enables children to persevere through challenges, learn from setbacks and approach difficulties with confidence.
- **Equal Opportunities** ensure that every child is included, supported and able to succeed.
- **Ambition** encourages pupils to aspire to achieve their personal best.
- **Love for Learning** fosters curiosity, engagement and enthusiasm for education.
- **High Academic Standards** encourage effort, self-discipline and pride in achievement.

Staff are expected to model these values consistently and provide opportunities for pupils to demonstrate them in their learning, behaviour and interactions with others.

3. High Expectations for All

The Governing Body believes that all pupils are capable of meeting high expectations for behaviour, effort and learning.

Children are encouraged to take responsibility for their actions, show respect for others, contribute positively to school life and demonstrate the school's values in everything they do. Expectations should be clear, consistent and understood by all members of the school community.

4. The Golden Rules Promote Positive Behaviour

The Governing Body supports the school's Golden Rules as a framework for positive behaviour and conduct.

Pupils are encouraged to:

- Follow instructions.
- Be ready to learn and stay on task.
- Keep themselves and others safe.
- Show respect.
- Allow others to learn and teachers to teach.

These expectations support both personal development and academic success and help create a calm, purposeful and respectful learning environment.

5. Developing Self-Regulation, Resilience and Emotional Wellbeing

The Governing Body recognises that emotional wellbeing and behaviour are closely linked and that positive behaviour is developed through the teaching of emotional awareness, resilience and self-regulation.

At Nicol Mere Primary School, pupils are supported through the use of the **Zones of Regulation**, restorative approaches and positive relationships to recognise, understand and manage their emotions effectively.

Children are encouraged to:

- Recognise and understand their emotions.
- Develop strategies to regulate their behaviour.
- Build resilience when faced with challenges and setbacks.
- Reflect on their actions and learn from mistakes.
- Take responsibility for their choices and their impact on others.

The Governing Body believes that developing these skills supports both positive behaviour and successful learning.

6. Promoting Resilience and Learning from Mistakes

The Governing Body believes that mistakes provide valuable opportunities for learning and personal growth.

Children should be supported to develop resilience, perseverance and confidence when faced with challenges. Through reflection and restorative conversations, pupils are encouraged to understand the impact of their actions, learn from mistakes and make positive choices in the future.

The school's restorative approach supports children to consider:

- What happened?
- Who was affected?
- What has been learned?

- How can the situation be repaired?
- What can be done differently next time?

This approach promotes responsibility, empathy and personal development.

7. Positive Behaviour Should Be Recognised and Celebrated

The Governing Body believes that positive behaviour, effort and achievement should be recognised and celebrated regularly.

Praise, encouragement, rewards and recognition help build self-esteem, motivation and a sense of belonging. The school should continue to promote positive behaviour through a range of rewards that celebrate achievement, effort, kindness, responsibility and contribution to the school community.

8. Relationships and Restorative Practice

Positive relationships between pupils, staff, parents and carers are fundamental to maintaining high standards of behaviour.

Staff should seek to build trusting relationships with pupils and support them to understand the impact of their actions. When difficulties arise, restorative conversations should be used, where appropriate, to repair relationships, rebuild trust and support future positive choices.

9. Inclusion, Equality and Individual Needs

The Governing Body is committed to ensuring that behaviour management is fair, inclusive and respectful of individual needs.

The school will make reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND) and recognises that some pupils may require additional support or personalised approaches to achieve behavioural success.

All pupils should be treated fairly whilst recognising individual circumstances and needs.

10. Partnership with Parents and Carers

The Governing Body believes that strong partnerships between home and school contribute significantly to positive behaviour and pupil success.

Parents and carers play a vital role in supporting their child's personal development and are encouraged to work collaboratively with the school to promote positive behaviour, responsibility and respect.

11. Fair and Consistent Responses to Behaviour

The Behaviour Policy should provide clear expectations, rewards and consequences that are understood by pupils, staff and parents.

Responses to inappropriate behaviour should be fair, proportionate and consistently applied, whilst taking account of the age, understanding, circumstances and individual needs of the pupil concerned.

Pupils should understand that choices have consequences and that support will be available to help them make positive behaviour choices in the future.

12. Behaviour Support and Early Intervention

Where behaviour causes concern, the school should seek to understand underlying needs and provide support at the earliest opportunity.

The Governing Body supports the use of behaviour plans, pastoral support, restorative approaches, SEND provision and the involvement of external agencies where appropriate to help children develop positive behaviour and achieve success in school.

13. Restrictive Intervention and Exclusion

The Governing Body recognises that, on rare occasions, restrictive physical intervention or exclusion may be necessary to maintain the safety and wellbeing of pupils and staff.

Any use of restrictive intervention must be lawful, reasonable, proportionate and consistent with statutory guidance and school policy.

Exclusion should only be used when necessary and as a last resort after appropriate support and interventions have been considered.

Conclusion

At Nicol Mere Primary School, we are committed to creating a safe, inclusive and nurturing environment where every child feels valued, respected and supported to achieve their full potential.

Through our values of **Respect, Honesty, Appreciation, Teamwork and Resilience**, together with our commitment to **Equal Opportunities, Ambition, Love for Learning and High Academic Standards**, we seek to develop confident, responsible and successful learners.

Supported by our Golden Rules, Zones of Regulation, restorative practice and focus on self-regulation and resilience, pupils are encouraged to make positive choices, build strong relationships and become active, caring members of their community.

The Governing Body expects the Behaviour Policy to reflect these principles and to promote a culture where every child feels safe, included and able to flourish.

Approved by: Governing Body

Review Date: September 2027

Linked Policies: Behaviour Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy, SEND Policy, Equality Information and Objectives Policy, and Restrictive Intervention Policy.