



# **BELMONT PRIMARY SCHOOL**

## **Behaviour Principles Statement**

**Date of Approval by Governors: .....**

**Signed by Chair of Governors: .....**

**Date of Review: September 2025**

**Due for Review: July 2026**

## **Behaviour Principles Statement**

This statement should be read in conjunction with the Behaviour, Discipline and Anti Bullying Policy.

We would like Belmont School to be a safe place where children, teachers, parents/carers and the community, work together in an atmosphere of mutual respect to achieve the full potential of all individuals in the context of a well ordered, happy and purposeful learning environment. To this aim we adhere to the following principles:

### **Setting good habits early**

We strive to help our children establish regular punctual attendance and good behaviour from the start, involving parents/carers in the process.

### **Early intervention**

We believe in early intervention where there is poor behaviour, or unexplained absence, in order to help our children, adapt to the rules and routines of school life. Where there are concerns, appropriate action is taken. This will include contact with parents / carers to inform them of the issues. It is possible the SENDCo may also become involved if there is a perceived requirement for any referrals to be made to external agencies e.g. Educational Psychologist. It may also be that school-led support will also be of benefit eg the Thrive Approach.

### **Rewarding achievements**

The majority of our children follow the school rules. Rewarding them for their good behaviour and attendance is important in maintaining their motivation and sense of self worth.

### **Supporting behaviour management**

We work as a team, in close liaison with outside agencies where appropriate, in dealing with children with behaviour problems. Behaviour management techniques, such as 'The Whole School Quality Circle Time' model, and behaviour charts are used to help improve and maintain high standards of behaviour and discipline. The school also works with external counselling providers to support children and families with behaviour management strategies.

### **Responsibilities**

All staff have a shared responsibility for behaviour and are expected to promote, model and intervene to ensure good behaviour across the school.

### **Identifying underlying causes**

We try to identify underlying causes. Poor behaviour may be linked to a pupil's problems in understanding lessons or they may be due to circumstances outside of the school's control, including an underlying condition. In all instances we work closely with parents/carers and outside agencies to identify and address the causes of a child's behaviour difficulties. Again, external counsellors may support with this. Staff have been trained in relation to being a 'trauma informed school'.

### **Working with parents/carers**

We believe that we can best support our children by working closely with parents/carers to improve a child's attendance and/or behaviour. We do this through home-school agreements, meetings with parents and regular communication. We expect parents/carers to keep us informed of any issues affecting the child.

### **Involving pupils**

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour. We encourage them to contribute ideas through the School's Council and in class discussions and through roles such as 'Playground Buddies'. We also share the school's 'Golden Guidelines' outlining what we believe to be key principles underpinning appropriate behaviour.

### **Commitment to equal opportunities**

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored and any issues dealt with immediately