



*Be Curious, Be Inspired, **Belong.***

Holy Trinity CE (C) Primary School

Statement of Behaviour Principles

The Governing Body of Holy Trinity CE (C) Primary School has adopted this Statement of Behaviour Principles in accordance with Section 88 of the Education and Inspections Act 2006. The Governing Body believes that positive behaviour is built through strong relationships, clear expectations, consistency and a culture where every child feels safe, included and able to succeed. Excellent behaviour is fundamental to creating a calm, inclusive and ambitious learning environment where all members of the school community can thrive. These principles should be considered alongside the school's safeguarding responsibilities, equality duties and commitment to inclusion.

1. Every member of the school community should be treated with dignity, respect and compassion

The Governing Body believes that all members of the school community have equal worth and should be able to learn and work in an environment where they feel safe, valued, included and respected.

The Behaviour Policy should promote positive relationships, mutual respect and a strong sense of belonging. It should support pupils to develop empathy, responsibility and self-discipline, enabling them to make a positive contribution to the school community and wider society.

2. High expectations and high support should go hand in hand

The Governing Body expects the school to maintain consistently high standards of behaviour and conduct.

Pupils should understand what is expected of them and be supported to meet those expectations. Staff should provide clear routines, boundaries and consistent responses which enable pupils to feel safe and succeed.

3. Behaviour should be taught, modelled and nurtured

Positive behaviour is learned through explicit teaching, strong relationships and positive role models.

The school should help pupils develop self-regulation, resilience, empathy, integrity and personal responsibility so that they are prepared for life beyond primary school.

4. The school culture should promote safety, belonging and inclusion

All pupils have the right to learn in an environment that is calm, orderly and free from disruption.

The Behaviour Policy should actively promote inclusion and ensure that pupils feel accepted, respected and valued regardless of background, identity, need or circumstance.

5. Behaviour systems must be equitable and responsive to individual needs

The Governing Body expects behaviour approaches to take account of pupils' age, stage of development and individual circumstances.

The school should make appropriate reasonable adjustments for pupils with Special Educational Needs and Disabilities, social, emotional and mental health needs and other vulnerabilities whilst maintaining high expectations for all.

6. Safeguarding is paramount

Behaviour and safeguarding are intrinsically linked.

Staff should be alert to the possibility that behaviour may communicate unmet needs, trauma, exploitation, abuse or other safeguarding concerns. Behaviour systems should support early identification and intervention where concerns arise.

7. Positive relationships are central to effective behaviour

The school should foster respectful and trusting relationships between pupils, staff, families and governors.

Where relationships are damaged, pupils should be supported to reflect, learn and repair harm wherever appropriate.

8. Bullying, discrimination, harassment and abuse are unacceptable

The Governing Body expects a culture of zero tolerance towards bullying, prejudice, discrimination, harassment, sexual violence, sexual harassment and child-on-child abuse.

All incidents should be taken seriously, investigated appropriately and addressed promptly.

9. Recognition should be prioritised

The Behaviour Policy should include meaningful opportunities to recognise and celebrate positive behaviour, effort, achievement, service and contributions to the school community.

Recognition should encourage intrinsic motivation, character development and a sense of pride in belonging to Holy Trinity.

10. Consequences should be fair, proportionate and educational

Where behaviour falls below expectations, consequences should be applied consistently, fairly and proportionately.

The purpose of consequences should be to support reflection, accountability and positive future choices while maintaining the safety and wellbeing of the wider school community.

11. Staff wellbeing and professional judgement should be respected

The Governing Body recognises that positive behaviour culture depends upon confident and supported staff.

Staff should receive appropriate training and be trusted to exercise professional

judgement within the framework of the school's Behaviour Policy.

12. Parents and carers are key partners

Strong partnerships between home and school are essential in promoting positive behaviour.

The school should work collaboratively with families to support pupils and maintain shared expectations.

13. Suspension and permanent exclusion should be a last resort

The Governing Body expects suspension and permanent exclusion to be used only when necessary, lawful and proportionate.

Such decisions should always balance the needs of the individual pupil with the rights of other pupils and staff to learn and work in a safe environment.

Monitoring and Review

The Governing Body will review this Statement of Behaviour Principles regularly to ensure that it remains aligned with statutory requirements, current guidance, the school's vision and values and the evolving needs of the school community.

Approved by: Governing Body

Date: July 2026