



Behaviour Principles Statement

Calcot Infants and Junior Schools

1. Document Control

Adopted / Adopted and Adapted / Schools own: **School's own**

Review period: **Biennial**

Responsible committee: **Personnel**

Statutory: **Statutory**

Required on website: **Yes**

Ratified by committee: **June 2025**

Review due: **June 2027**

Chair of Governors' signature: **Mrs Julia Kidd**

Change History

Version	Date	Amendment or No Change
1	2017 February	Created
2	2019 February	No changes
3	2021 June	Amended
4	2023 July	Amended

Website

4	Oct 2025
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Our Behaviour Principles

The statement of behaviour principles, written by Governors, is required by all maintained schools. These principles guide our Behaviour Policy and procedures at The Calcot Schools. This statement has been written in accordance with the Education and Inspections Act 2006, DfE guidance and the Equality Act 2010.

- The Calcot Schools are an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort.
- Everyone has the right to feel safe at all times.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy, and emotional resilience through the development of strong self-regulation systems.
- The culture of behaviour within The Calcot Schools is underpinned by our 3Rs: Ready, Responsible and Respectful.
- Adults in school should model, maintain, encourage, and promote positive behaviour and the principles of tolerance, fairness, and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient, and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Permanent Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

We believe that the following principles are key to the culture of behaviour within our school.

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy, and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.