New Moston
Primary School
Focused on Growth, Rooted in Pride

New Moston Primary School

Governors' Written Statement of Behaviour Principles

2026-2027

Control Sheet		
Approved By	Full Governing Body	
Date of Approval	Approved – Sept 2026	
Next Review Date	September 2027	
Amendments and Adaptions		
Date	**Amended by?**	**Amendment Detail/Reason**

Introduction

Under section 88 of the Education and Inspections Act 2006, the governing body of a maintained school must prepare and periodically review a written statement setting out the general principles that will guide the Headteacher in determining the school's behaviour policy and associated measures. In preparing or reviewing the statement, the governing body must consult the Headteacher, parents and carers, pupils, and other appropriate members of the school community. The Headteacher must have regard to these principles when establishing measures to promote good behaviour, self-discipline and respect; prevent bullying; ensure pupils complete their assigned work; and regulate pupils' conduct.

This is a statement of principles rather than operational practice. It reflects New Moston Primary School's vision, values and ethos and provides the strategic foundation for the school's Behaviour Policy. The detailed rules, routines, rewards, responses and procedures through which these principles are implemented are determined by the Headteacher and set out within the Behaviour Policy.

The statement and the Behaviour Policy will be reviewed annually, or sooner where changes to legislation, statutory guidance or the needs of the school make this necessary. All policies, decisions and actions arising from these principles must comply with the school's duties under equality, SEND and safeguarding legislation, including the requirement to make reasonable adjustments for disabled pupils.

Our behaviour principles

1 Every pupil has the right to feel safe and to learn

Behaviour expectations and responses must protect pupils and staff, minimise disruption and create an orderly environment in which teaching, learning and wellbeing can flourish. Bullying, discrimination, harassment, violence, intimidation and derogatory language are not tolerated and will be addressed promptly.

2 High expectations apply to everyone

The school will communicate clear and ambitious expectations for conduct, effort and respect. Adults will model the standards expected of pupils through calm, consistent and professional conduct.

3 The school values shape behaviour

Expectations will reinforce Growth, Standards, Attitude and Pride. Pupils will be encouraged to learn from mistakes, meet high standards, show a positive attitude in words and actions, and take pride in their work, behaviour and school.

4 Good behaviour is taught and reinforced

Positive behaviour is not assumed. It is taught explicitly through clear rules, routines and a shared language, then practised, noticed and reinforced across classrooms, social times, trips and other school activities.

5 Responses are predictable, fair and proportionate

The school will apply its Behaviour Pathway consistently and promptly, while taking account of the circumstances of each incident. Consequences will be reasonable, proportionate and designed to restore calm, reinforce boundaries and reduce the likelihood of recurrence.

6 Positive conduct and improvement are recognised

Recognition and reward will celebrate pupils who demonstrate the school's values, make a positive contribution or show meaningful improvement. Recognition should build motivation, belonging and pride without undermining intrinsic responsibility.

7 Reflection, repair and reintegration matter

Where behaviour falls below expectations, pupils will be supported to understand its impact, take responsibility, repair harm where appropriate and make better choices. Restorative approaches will complement, rather than replace, clear boundaries and consequences.

8 Inclusion and equality are fundamental

The policy will be applied without unlawful discrimination. The school will consider SEND, disability, vulnerability, safeguarding needs and other relevant circumstances, making reasonable adjustments where required. Adjustments should improve access and support while maintaining safety and high expectations.

9 Safeguarding comes first

Behaviour may communicate an unmet need or safeguarding concern. Staff will remain professionally curious, respond to risk and share concerns through the school's safeguarding

procedures. Support and intervention will be offered early where patterns or additional needs are identified.

10 Partnership strengthens behaviour

Pupils, parents and carers, staff and governors share responsibility for the school's culture. Expectations and decisions will be communicated clearly, concerns will be handled respectfully, and families will be encouraged to work constructively with the school.

11 Staff must be supported to act with confidence

The Headteacher and senior leaders will provide visible leadership, clear procedures, training and appropriate follow-up so that staff can apply the policy confidently and consistently. No member of staff should be left unsupported when managing serious or persistent behaviour.

12 Decisions will be informed by evidence

Leaders and governors will monitor behaviour, bullying, suspensions, exclusions, use of support and relevant pupil-group patterns. Information will be used to test fairness, consistency and impact, identify emerging concerns and improve provision.

Application and scope

These principles apply to behaviour on the school site, during educational visits and school-organised activities, and to behaviour beyond the school gates where the law and the school's published policy permit the school to act. The Behaviour Policy will explain the detailed rules, routines, rewards and responses used by the school.

Governance and review

The Full Governing Body will keep this statement under review and consider the views of the Headteacher, pupils, parents and carers, and staff when reviewing it. Governors will monitor the implementation and impact of the Behaviour Policy at a strategic level, while respecting the Headteacher's responsibility for individual operational decisions.