Behaviour Principles Written Statement – September 2026

The Federation of Moorlands & Park Lane is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles, the individual needs of the child, and any relevant policies.

Principles

- **Safety and Wellbeing:** The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities. Staff recognise that changes in behaviour can be a signal that a child needs additional support or protection.
- **Inclusion and Environment:** The school will create a calm, safe, and orderly environment to enable pupils to learn effectively. The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination.
- **Culture of Respect:** The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.
- **School Safety:** The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.
- **Fulfilling Potential:** All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination, child-on-child abuse, and distracting peer behaviour.
- **Clear Expectations and Rewards:** The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

- **Targeted and Inclusive Support:** The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures. This support takes into account pupils' home circumstances, socio-economic barriers, and any SEND, ensuring reasonable adjustments are made.
- **Zero Tolerance to Abuse:** Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff and pupils, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.
- **Physical Intervention:** Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board, and is clearly set out within the school's Behaviour Policy.
- **Fairness:** The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently, fairly, and reasonably by all staff.

General Expectations

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, including online and off-site activities.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. General expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils. The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse, and all forms of child-on-child abuse are not tolerated, online or offline. The school effectively addresses these issues in the Behaviour Policy, which details appropriate support and sanctions that are applied consistently. Pupils are encouraged to report any concerns or incidents they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying,

harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school works supportively and collaboratively with families to address any underlying issues affecting lateness and absence, taking swift action to ensure problems are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

Reviewed by Governors: September 2026

Next review: September 2027