Policy Name	Written statement of behaviour principles
Approved by	Headteacher
Date of Approval	19.10.26
Date of Next Review	Autumn 2027
Review Cycle	Annual
Type of Policy	Statutory
Policy Owner	Headteacher
Policy Published on School Website	Yes
This Policy should be read in conjunction with	Behaviour Management Policy Suspension and Exclusion Policy GFJS Behaviour Curriculum Positive Handling Policy

Written Statement of Behaviour Principles

Right to Safety and Uninterrupted Learning: Every pupil has the right to feel safe, valued, listened to, and treated with respect, and to learn free from the disruption of others.

Equality and Non-Discrimination: All pupils, staff, governors, and visitors are protected from any form of discrimination, in line with the Equality Act 2010.

Fundamental British Values and Inclusion: All members of the school community conduct themselves in accordance with Fundamental British Values (democracy, the rule of law, individual liberty, and mutual respect and tolerance) and demonstrate understanding and respect for all protected characteristics.

Staff Modelling and Expectations: Staff and volunteers set an excellent example to pupils at all times, actively teaching and modelling expectations in line with the GFJS Behaviour Curriculum.

Values-Led Culture and Belonging: A values-led curriculum supporting positive behaviour lies at the heart of a safe, calm, and orderly school environment. Fostering a strong sense of belonging serves as a powerful motivator, giving pupils purpose beyond the classroom and integrating them into the wider school community.

Consistency in Rewards and Sanctions: Rewards, sanctions, and support mechanisms are applied consistently and transparently by all staff, in line with the school Behaviour Policy and GFJS Behaviour Curriculum.

Engaging Environment and Routines: Lessons, break times, and lunchtimes are deliberately structured to engage, motivate, and include pupils, proactively discouraging anti-social or off-task behaviour.

Positive Reinforcement: Positive and improving behaviour is systematically acknowledged, encouraged, and celebrated through structured praise and recognition. *Catch them being good!*

Clear and Shared Expectations: Staff, alongside pupils, establish and promote a clear set of agreed rules (as set out in the GFJS Behaviour Curriculum) covering behaviour in classrooms, playgrounds, assemblies and around the school site.

Proportionate Incident Management: Behaviour incidents are investigated and addressed in a fair, consistent and proportionate manner.

Suspensions and Permanent Exclusions: The Suspension and Permanent Exclusion Policy outlines that suspensions and permanent exclusions are used strictly as a last resort, detailing statutory procedures, rights of representation, and support for reintegration.

Restorative Practices and Personal Responsibility: Pupils are supported by staff to take responsibility for their conduct and make positive changes through reflection, with outcomes regularly shared with parents and carers.

Parental Partnership: Families are proactively involved in resolving behaviour concerns to foster strong relationships between home and school. Communication tools, such as reflection forms, maintain transparency and continuity.

Zero Tolerance on Violence and Harassment: The Governing Board explicitly emphasises that physical violence, threatening behaviour, sexual harassment, or bullying will not be tolerated under any circumstances.

OUR BEHAVIOUR JOURNEY: BEING KIND, CALM, & SAFE!

1 RESPECT EVERYONE

Treat people fairly.
Be kind to all.



2 BE CALM & ORDERLY

Walk gently inside.
Play safely outside.



3 FOLLOW SCHOOL RULES

Know rules for class, lunch, and play.



4 MAKE GOOD CHOICES

Try your best and set an example.



5 LISTEN & PARTICIPATE

Engage in all lessons.
Play with others.



6 EARN REWARDS

Enjoy praise and rewards for good efforts



7 BELONG TO OUR SCHOOL

Be a friendly and helpful member.



8 THINK ABOUT ACTIONS

Talk to staff, fix problems, and tell families

