BYKER PRIMARY SCHOOL

Written Statement of Behaviour Principles 2026-27

Children First: Raising Standards and Transforming Lives

Approval	For Governing Body approval - September 2026
Review frequency	Annually
Next objectives review	By September 20

Our Commitment to Positive Behaviour

At Byker Primary School, we believe that every child has the right to learn, feel safe and be treated with respect. We are committed to creating a calm, welcoming and inclusive school environment where all children feel valued, supported and able to achieve their full potential.

Our approach to behaviour is rooted in positive relationships, high expectations, consistency and a strong sense of belonging. Behaviour is learned and developed over time, and adults model, teach and reinforce positive behaviour every day.

Our school values of Respect, Resilience, Collaboration, Ambition and Communication underpin our expectations and help children develop the skills needed to succeed in school and wider life.

Our Three Rights and Responsibilities

1. **Everyone has the right to learn.** We engage positively in learning, listen carefully, try our best and allow others to learn without unnecessary disruption.
2. **Everyone has the right to be treated with respect.** We demonstrate kindness, honesty, good manners and consideration for others, recognising and celebrating difference.
3. **Everyone has the right to feel safe.** We behave safely, follow reasonable instructions, look after one another and help everyone feel physically and emotionally secure.
4. These rights are taught, modelled and reinforced in lessons, playtimes, lunchtimes, educational visits and extracurricular activities.

The Governing Body's Written Principles

1. Every child deserves a safe, calm and purposeful learning environment where positive behaviour supports achievement, wellbeing and personal development.

2. All members of the school community should be treated with dignity, kindness and respect. Positive relationships between pupils, staff and families are fundamental.

3. High expectations of behaviour must be maintained consistently, with clear guidance, encouragement and support.

4. Positive behaviour should be taught, recognised and celebrated through praise, encouragement and meaningful rewards.

5. Behaviour should be understood in the context of individual needs; it may communicate learning, emotional or safeguarding concerns.

6. Inclusion and fairness must underpin decisions, including reasonable adjustments for pupils with SEND in line with statutory duties.

7. Responses to inappropriate behaviour must be fair, consistent and proportionate, supporting responsibility and better future choices.

8. Restorative practice should help children reflect, repair relationships where appropriate and return successfully to learning.

9. Bullying, discrimination, harassment, violence and child-on-child abuse are never acceptable and will be addressed seriously.

10. Suspension and permanent exclusion should be avoided wherever possible through early support and adjustments; any necessary use follows statutory guidance.

11. Parents and carers are essential partners in supporting positive behaviour through open, respectful communication.

12. All adults must model calmness, consistency, professionalism and the positive behaviour expected of pupils.

Our Relational and Inclusive Approach

Children develop socially and emotionally at different rates. Some require personalised strategies or targeted support. We combine high expectations with high levels of nurture, using strong relationships, high-quality teaching, predictable routines, positive reinforcement and early identification of need.

Where behaviour becomes challenging, adults respond calmly and proportionately, taking account of individual circumstances while protecting everyone's safety and dignity. Reflection, restorative conversations and emotional regulation support complement appropriate consequences. Every day offers an opportunity for a fresh start.

Recognising and Celebrating Positive Behaviour

Children are encouraged to demonstrate kindness, resilience, collaboration, ambition and respectful communication. Recognition includes specific verbal praise, Collaborative Learning points, Star Awards, celebration assemblies and opportunities to share achievements with staff and families.

Working Together

Positive behaviour is everyone's responsibility. Children, staff, parents, carers and Governors all contribute to a school where everyone feels safe, respected, included and ready to learn. Together, we learn. Together, we grow. Together, we thrive.

Governance and Review

This statement provides the framework within which the Headteacher and school leaders implement the Behaviour Policy. The Governing Body reviews these principles annually and monitors the effectiveness of behaviour arrangements, including safeguarding, equality and inclusion.