



Pirton Hill Primary School

Behaviour Principles (2025-2026)

1. Overarching Values

Expect:

We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.

Believe:

We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.

Achieve:

We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.

Enjoy:

We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.

2. Links to the School Vision

2.1 Vision Statements

- To develop children who expect to work hard, take responsibility for their actions and make the most of every opportunity.
- To develop confident and articulate children, who are able to learn independently and collaboratively.
- To ensure that children are prepared for the next stage of their education and life in modern Britain.

2.2 Relevant Key Performance Indicators

- 1.5 Effective learning behaviours embedded (80%+ achieving Green Postcards)
- 1.6 Pupil behaviour is improving (reduction in incidents / after-school detentions / suspensions / exclusions)

3. Behaviour Principles

3.1 The following principles will be used to underpin the Pirton Hill Behaviour Policy:

Everyone in the school should feel safe, valued, supported and respected	Long-lasting improvements to behaviour, not short-term management	High expectations should be used to raise the bar for all children	Behaviour needs to be explicitly taught so that everyone knows what they are aiming for and why
A shared knowledge of simple, clear rules / processes and why they support learning	Explicit and consistent routines provide clarity and security, & secure good habits	Developing effective learning behaviours / habits is as important as good conduct	Children need to learn to recognise their emotions before they can self-regulate
Behaviour should be rewarded / sanctioned fairly, consistently and in a transparent way	Unacceptable behaviour is defined, with transparent consequences explicit	Learning from mistakes requires precise feedback and support to reflect	Behaviour in-school is the priority; good behaviour should be reflected outside
Expectations apply to all; adaptations in strategy may be used for specific children	Parental support and engagement is vital and partnership should be fostered	Operational and strategic monitoring is key in identifying making improvements	Access to additional support for children, families or staff who require it