



Great Marlow School

Excellence • Compassion • Integrity

Behaviour Principles Statement 2025-2026

Recommended by the Leadership Team:

November 2025

Approved by GMS Governors:

December 2025

Adopted by GMS Governors:

December 2025

Review Due:

Autumn Term 2026

Indicate as appropriate:

There **has been** changes to the previous policy.

Introduction

The Department for Education requires all schools to have a behaviour policy which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying). The Governors therefore have a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst students.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are set out in a range of different school policies, particularly our Behaviour for Learning Policy.

The Governors at Great Marlow School believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At Great Marlow School, we value everyone as an individual, and the school is a place where opportunities are created, potential is realised, and excellence is achieved.

We have high expectations that support the development of our students as responsible citizens, able to participate democratically in their community. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour for Learning Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under the Public Sector Equality Duty and the Equality Act 2010.

Our Core Principles

1. Safety and Safeguarding

All students, staff and visitors always have the right to feel safe at school.

2. Inclusion and Equality

Great Marlow School is an inclusive school. All members of the school community should be free from discrimination of any sort.

3. Vision and Values

All policies should be underpinned by our vision and values, incorporating 'My Personal Best', which focuses on the explicit development of:

- Resilience
- Reflection
- Responsibility
- Readiness
- Respect
- Resourcefulness

4. Clear Expectations and Consistency

School expectations should be clearly set out in the Behaviour for Learning Policy. Governors require these expectations to be consistently applied by all staff.

5. Rewards and Recognition

Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward positive behaviour around school and in the wider community.

6. Sanctions and Proportionality

Sanctions for unacceptable and poor behaviour should be known and understood by all staff and students and be consistently applied. Sanctions should, however, be applied fairly, consistently, proportionally and reasonably, considering special educational needs, disability and the needs of vulnerable students, and offering support as necessary.

7. Partnership with Parents and Carers

The Governors expect students and parents/carers to cooperate with school staff to maintain an orderly climate for learning. The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents/carers towards the school's staff will not be tolerated.

8. Attendance and Punctuality

The Governors place a high priority on improving attendance and punctuality, at the whole-school level and for different groups of students.

9. Behaviour Beyond the School Gates

The Governors expect the Behaviour for Learning Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises, and which is witnessed by a member of staff or reported to the school.

10. Staff Support and Professional Development

Leaders should train and support teaching and non-teaching staff to challenge poor behaviour, including low-level disruption that prevents learning.

11. Monitoring and Review

The Behaviour for Learning Policy will be reviewed annually and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.