



Behaviour Principles

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God.

Our approach to behaviour is underpinned by our Christian ethos of Caring, Learning and Succeeding. We believe that excellent behaviour is learned, taught, reinforced and supported through strong relationships, high expectations and consistent practice.

1. High expectations for all

We have high, reasonable and consistent expectations of behaviour for every pupil. These expectations apply in classrooms, around the school site, during social times, on journeys to and from school, and when pupils are representing the school. Disruptive behaviour by the few will not be allowed to undermine the learning, safety or wellbeing of others.

2. Behaviour supports learning

Positive behaviour is essential for effective learning. We explicitly teach, model and reinforce the behaviours, routines and attitudes that enable pupils to thrive academically and personally. Clear structures and routines reduce uncertainty and help pupils make the right choices.

3. Positive relationships first

Strong, respectful relationships between staff and pupils are at the heart of effective behaviour management. Staff consistently recognise, narrate and praise positive behaviour, effort and improvement, helping pupils feel valued, safe and motivated to succeed.

4. Fairness, consistency and transparency

Behaviour expectations, rewards and sanctions are applied fairly, proportionately and consistently by all staff. Pupils and parents understand what constitutes acceptable behaviour, the consequences of poor choices, and the support available to help pupils improve.

5. Praise and recognition are central

We actively recognise and celebrate positive behaviour, effort, attendance and achievement. Praise is specific, sincere and meaningful, and is a routine part of everyday school life. We believe recognition builds confidence, self-esteem and positive behaviour habits.

6. Sanctions are corrective, not punitive

Sanctions are used to support improvement, reinforce expectations and protect learning. They are applied calmly, respectfully and non-confrontationally, with clear explanations and opportunities for reflection and repair. Behaviour choices have consequences, and pupils are supported to learn from them.



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7. Inclusion and equality

We promote an inclusive culture where all pupils are treated with dignity and respect. Behaviour management reflects our duties under the Equality Act and SEND legislation. Reasonable adjustments are made where appropriate, and behaviour is considered in the context of additional needs, SEMH, SEND or adverse childhood experiences.

8. Support before escalation

Where behaviour causes concern, we take a graduated and supportive approach, using monitoring, reports, targeted interventions and personalised support plans. Early intervention and partnership with parents and external agencies help prevent escalation and exclusion wherever possible.

9. Safeguarding and wellbeing

We prioritise the safety and wellbeing of pupils and staff at all times. Behaviour systems, including internal isolation; searches and the use of reasonable force, are used lawfully, proportionately and only when necessary, in line with statutory guidance.

10. Shared responsibility

Positive behaviour is the responsibility of the whole school community. Pupils, staff, parents, governors and leaders work together to create a calm, respectful and purposeful environment where everyone can flourish, thrive and succeed.