



Statement of Behaviour Principles

Date: Autumn Term 2026

Review Date: Autumn Term 2027

Introduction

The Governing Body is required to set out a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. This statement provides the framework within which the school's Behaviour and Culture Policy is developed and implemented.

This statement has been developed with reference to the **Education and Inspections Act 2006**, the Department for Education's *Behaviour in Schools: Advice for Headteachers and School Staff* (February 2024), the *SEND Code of Practice: 0 to 25 years*, relevant equality and safeguarding legislation, and current Ofsted inspection guidance.

This is a statement of principles, not practice. The Headteacher is responsible for determining the detailed procedures, systems and responses through the school's Behaviour Policy, within the framework established by these principles.

Our Principles

1. Every pupil has the right to learn, belong and succeed.

We believe that every child has the right to a high-quality education in a calm, safe, inclusive and respectful environment. High standards of behaviour are fundamental to effective teaching and learning. The school will maintain high expectations for behaviour and conduct while recognising that pupils may require different levels or types of support to meet those expectations.

2. Every member of our community has the right to feel safe, valued and respected.

All pupils, staff, parents, carers, visitors and other members of the school community have the right to feel physically and emotionally safe. Our school values of safety, respect and kindness, alongside our rules of Be kind, be safe, be respectful, underpin our expectations for behaviour.

3. Relationships are at the heart of our behaviour culture.

We believe that pupils are more likely to thrive when they experience strong, positive and consistent relationships with adults. Our approach is relational and grounded in unconditional positive regard. We separate the child from the behaviour, maintaining an unwavering belief in every pupil's worth, belonging and capacity to learn and change. Unconditional positive regard does not mean accepting all behaviours; it means accepting every child.

4. Behaviour is taught, not simply managed.

The Governing Body believes that positive behaviour should be explicitly taught, modelled, practised and reinforced. Our Behaviour Curriculum, Skills for Life curriculum and Zones of Regulation approach are therefore integral to our behaviour culture. We recognise that pupils develop self-regulation, executive functioning and positive social behaviours over time and through consistent teaching, modelling and practice.

5. Prevention and positive reinforcement are central to our approach.

We expect the school to prioritise the creation of conditions in which pupils can succeed, including clear routines, predictable expectations, positive relationships and appropriate support. The school will place strong emphasis on catching pupils getting it right, recognising effort, progress, positive choices and behaviours that reflect our values. We seek to notice the behaviour we want to see more of.

6. Behaviour should be understood in context.

The Governing Body recognises that behaviour is a form of communication and that there may be a range of factors influencing how a pupil presents at a particular time. Staff are expected to consider the context, individual needs, developmental stage, emotional state, environment and any relevant SEND or other vulnerabilities when responding to behaviour. This does not remove accountability or lower expectations. Rather, understanding behaviour enables the school to identify the most appropriate support and response.

7. Regulation comes before reasoning and repair.

Where a pupil is dysregulated, the priority is to restore emotional and physical safety. Adults should use calm, relational and co-regulatory approaches before expecting a pupil to reflect, reason or engage in restorative dialogue.

Our approach follows: Regulate → Relate → Repair

Restorative practice is used to help pupils understand impact, take responsibility, repair relationships and make a positive fresh start.

8. Consistency means consistency of principles, not rigid sameness.

The Governing Body expects behaviour expectations and boundaries to be applied fairly, predictably and proportionately. However, fairness does not necessarily mean treating every pupil in exactly the same way. In line with the SEND Code of Practice and our principle of Flexible Consistency, reasonable adaptations and additional support may be required to enable individual pupils to access and meet shared expectations. The school will use Ordinarily Available Provision and other appropriate adjustments to remove barriers to successful participation wherever possible.

9. Responses to behaviour should be proportionate, reasonable and informed by professional judgement.

Where behaviour falls below expectations, responses should be:

- calm and respectful
- proportionate to the behaviour and its impact
- appropriate to the pupil's age and developmental stage
- informed by context and individual need
- consistent with the school's values and expectations
- designed to promote learning and future success rather than simply to punish.

The school will not operate a rigid, automatic system in which a particular behaviour always results in an identical consequence. Adults will use professional judgement within the school's agreed framework.

10. Safeguarding and serious behaviour must always be taken seriously.

The school will respond robustly to behaviour that places pupils, staff or others at risk of harm, including violence, threatening behaviour, discriminatory abuse, bullying, harassment and behaviour that may constitute a safeguarding concern. Bullying, harassment and discriminatory behaviour are unacceptable, including behaviour relating to protected characteristics under the Equality Act 2010. The school will consider behaviour both within and, where appropriate, beyond the school premises where it affects the welfare, safety or education of pupils or the wider school community.

11. The school will fulfil its duties towards pupils with SEND and protected characteristics.

The Governing Body expects the school to meet its legal duties under the Equality Act 2010 and to have regard to the SEND Code of Practice when developing and applying behaviour systems. Where behaviour may be linked to SEND, disability or another identified need, the school will consider whether reasonable adjustments, additional support or changes to provision are appropriate. High expectations will be maintained, while recognising that equity may require different routes to achieving those expectations.

12. Pupils should be supported to take responsibility for their behaviour.

We believe pupils should increasingly understand the impact of their actions and develop the skills to make positive choices. Adults will support pupils to reflect on behaviour in an age-appropriate way, understand its impact, develop alternative strategies and repair relationships where appropriate.

13. Parents and carers are important partners.

The school expects parents and carers to work positively with the school to support behaviour, wellbeing and learning. We will communicate openly with families, seek to understand relevant context and work collaboratively where additional support is required. The school expects communication between adults to remain respectful and recognises that successful behaviour support is strengthened when home and school work in partnership.

14. Staff wellbeing and consistency are essential.

The Governing Body recognises that effective behaviour practice depends upon skilled, supported and regulated adults. Staff should receive appropriate training, coaching and support to implement the school's behaviour approach consistently. Staff should also be able to seek support from colleagues and leaders when needed. At the same time, the school will promote a culture in which adults maintain responsibility for relationships and repair wherever possible, rather than automatically escalating behaviour to senior leaders.

15. The school will use exclusion only when appropriate and lawful.

The school recognises that suspension and permanent exclusion are serious measures. They will be used only in accordance with current statutory guidance and the school's legal responsibilities. The Governing Body expects the school to consider the circumstances, individual needs and wider context of the pupil before making decisions about suspension or permanent exclusion, while maintaining the safety and education of the wider school community. Permanent exclusion should remain a last resort, where other appropriate approaches have been considered and the circumstances justify such action.

Our Governing Body's Commitment

The Governing Body expects the school's behaviour culture to reflect our vision:

“Every day, every family matters”

We will support a behaviour approach that combines high expectations with high levels of care, recognising that pupils need both clear boundaries and strong relationships in order to thrive.

Our commitment is to ensure that:

Every child is known, every child belongs and every child is supported to succeed.

We will expect the school's behaviour systems to promote safety, respect and kindness, while developing the self-regulation, executive functioning, resilience and social skills that pupils need not only to succeed at school, but to flourish beyond it.