Governors Statement of Behaviour Principles

Date of Last Review: October 2026

Reviewed by: Governing Body

Agreed by Governors: October 2026

Shared with staff: October 2026

Frequency of Review: Annually

Date of Next Review: October 2027

Learning at Stivichall is a passport for life

1. Rationale and Purpose

This Statement of Behaviour Principles has been drawn up by the Governing Body of Stivichall Primary School in accordance with the Education and Inspections Act 2006 and relevant Department for Education (DfE) statutory guidance and advice.

The purpose of this Statement is to provide a clear framework of principles for the Headteacher and staff in developing, implementing and reviewing the school's Behaviour Policy. It reflects the shared aspirations and beliefs of governors, staff and parents/carers for the children of Stivichall Primary School and takes account of the school's legal duties and current guidance relating to behaviour, safeguarding, equality, special educational needs and disabilities (SEND), suspension and permanent exclusion, and the use of reasonable force and other restrictive interventions.

The Governing Body recognises its responsibility to set clear expectations for behaviour and to support the Headteacher and staff in establishing a calm, safe, respectful and inclusive school environment in which every child can learn and thrive.

This is a **statement of principles, not practice**. The Headteacher is responsible for developing and maintaining the school's Behaviour Policy, which will set out the specific expectations, routines, rewards, sanctions, interventions and procedures to be followed by pupils and staff. The Behaviour Policy will have regard to this Statement and to current DfE guidance.

The Governing Body will periodically review this Statement and will ensure that the Behaviour Policy is made available to pupils, parents/carers and staff and is published on the school's website, in accordance with current requirements.

2. Our Core Principles

At Stivichall Primary School:

- **Every child has the right to learn, but no child has the right to disrupt the learning, safety or wellbeing of others.**
- **Everyone has the right to be listened to, respected and valued, and to feel safe and secure at school.**
- **Everyone has the right to be protected from bullying, discrimination, harassment, abuse, violence, intimidation and unreasonable disruption.**
- **The school will promote high expectations of behaviour, positive relationships, self-discipline, respect and responsibility.**
- **Behaviour is a shared responsibility.** All adults in the school community, including staff, governors, volunteers and visitors, are expected to model calm, respectful and professional behaviour at all times.
- **Children will be supported to understand that their behaviour and choices have consequences** and will be encouraged to take responsibility for their actions, repair relationships and learn from mistakes.
- **Good behaviour will be recognised, encouraged and reinforced.** The school's approach will seek to promote positive behaviour rather than relying solely on sanctions.

- **The school will use clear, consistent and proportionate responses to unacceptable behaviour**, while recognising that consistency does not always mean treating every child in exactly the same way.

3. Inclusion, Equality and SEND

Stivichall Primary School is an inclusive school.

The school will comply with its duties under the **Equality Act 2010** and will not tolerate discrimination, harassment or victimisation. The Behaviour Policy will be applied fairly and without unlawful discrimination.

The school recognises that children have different needs and circumstances. When responding to behaviour, the school will take appropriate account of a pupil's age, development, SEND, disability, medical needs, mental health and wellbeing, and any other relevant vulnerability or individual circumstance.

Where a pupil has SEND or a disability, the school will consider whether their needs or disability may have contributed to the behaviour and whether reasonable adjustments, additional support or other appropriate interventions are required.

The school will work in partnership with parents/carers and relevant professionals where a child's behaviour indicates that additional support may be needed.

The school's approach will remain ambitious for all pupils. SEND or other individual needs will not be used as a reason to lower expectations of safe, respectful and appropriate behaviour, but the school will seek to ensure that those expectations are accessible and appropriately supported.

4. Safeguarding and Behaviour

The Governing Body recognises that behaviour can sometimes be a communication of an unmet need or an indication that a child is experiencing difficulties, distress, abuse, neglect or another safeguarding concern.

Staff will therefore be expected to consider the wider context of behaviour and to follow the school's safeguarding procedures where behaviour gives rise to a concern about a child's welfare.

Behaviour management will never replace appropriate safeguarding action.

All staff will comply with the school's safeguarding arrangements and the requirements of **Keeping Children Safe in Education 2026**.

5. Bullying and Peer-on-Peer Abuse

The school will not tolerate bullying or other harmful behaviour between pupils, whether this occurs face-to-face, through technology or online.

The Behaviour Policy and related safeguarding and anti-bullying procedures will provide clear arrangements for preventing, identifying and responding to bullying and other harmful behaviours.

The school will take seriously reports of bullying, intimidation, harassment, discriminatory behaviour, sexual harassment, violence or other harmful conduct and will respond in a way that protects children and promotes their safety and wellbeing.

6. Behaviour Beyond the School Premises and Online

The school's expectations of behaviour apply where appropriate to pupils' conduct outside the school premises, including when travelling to or from school, participating in school-related activities or representing the school.

The school may also respond to inappropriate online behaviour where it affects the safety, wellbeing or education of pupils or has an impact on the school environment.

The Behaviour Policy will set out the circumstances in which the school may take action in response to behaviour outside school or online.

7. Mobile Phones and Electronic Devices

The school will have clear expectations concerning mobile phones and other electronic devices.

These expectations will reflect current DfE statutory guidance, including the requirement for schools to prohibit the use of mobile phones throughout the school day, subject to the limited circumstances and appropriate arrangements set out in the guidance. The school's Behaviour Policy and related policies will explain how these expectations are implemented at Stivichall Primary School.

8. Rewards, Recognition and Sanctions

The school's Behaviour Policy will include appropriate measures to:

- encourage and recognise positive behaviour;
- develop self-discipline and personal responsibility;
- promote respect for others;
- prevent disruption to teaching and learning;
- prevent bullying and harmful behaviour;
- respond consistently and proportionately to unacceptable behaviour; and
- support pupils to learn from mistakes and make positive changes.

Sanctions will be reasonable, proportionate, clearly explained and applied fairly.

The school will distinguish between a child's behaviour and the child themselves. The purpose of a sanction will be to address behaviour, maintain a safe and orderly environment, protect others and support future positive behaviour rather than to humiliate or demean a pupil.

The school will consider relevant individual circumstances when determining an appropriate response.

9. Partnership with Parents and Carers

The Governing Body believes that effective behaviour support is strengthened by a positive partnership between school, children and their parents/carers.

Where there are significant or persistent concerns about a pupil's behaviour, the school will seek to work constructively with parents/carers to understand the reasons for the behaviour, agree appropriate strategies and promote consistency between home and school wherever possible.

Parents/carers will be kept appropriately informed where their child's behaviour is causing significant concern or where the school considers that additional support or intervention is required.

Where appropriate, the school may seek advice or support from external agencies and professionals.

10. Support for Pupils with Additional Needs

Where behaviour is persistent, significantly challenging or presents a risk to the pupil or others, the school will consider whether further assessment, intervention or support is required.

The school will work with parents/carers and appropriate external agencies where this is necessary and proportionate.

11. Reasonable Force and Restrictive Interventions

The Governing Body recognises that there may be circumstances in which staff need to use reasonable force or another restrictive intervention to prevent harm, protect pupils or staff, prevent serious damage to property, or otherwise maintain safety.

Any use of reasonable force or restrictive intervention must be **lawful, necessary, proportionate and reasonable in the circumstances** and must comply with current DfE guidance.

The use of force will be a last resort wherever possible and staff will seek to use preventative and de-escalation strategies wherever appropriate.

The school will have clear procedures for recording, reporting, reviewing and learning from significant incidents involving the use of force or other restrictive interventions. Parents/carers will be informed in accordance with the school's procedures and legal requirements.

The Governing Body will ensure that staff receive appropriate information, guidance and training and that incidents are monitored appropriately. Current legislation requires governing bodies to have procedures for recording significant use-of-force incidents and reporting them to parents, subject to the specified safeguarding exceptions.

12. Searching, Screening and Confiscation

The school will operate appropriate arrangements for searching pupils, screening and confiscating prohibited or inappropriate items.

Any searches will be carried out lawfully, reasonably and proportionately, with due regard to pupils' dignity, safety, safeguarding needs and individual circumstances.

The Behaviour Policy and associated procedures will reflect current DfE guidance on searching, screening and confiscation.

13. Suspension and Permanent Exclusion

The Governing Body recognises that suspension and permanent exclusion may sometimes be necessary where a pupil's behaviour seriously breaches the school's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Suspension and permanent exclusion will be used lawfully, fairly and proportionately and in accordance with the current DfE statutory guidance.

The school will seek to use suspension and permanent exclusion appropriately and as part of a wider approach to behaviour, rather than as a routine response to challenging behaviour.

Particular care will be taken when considering the circumstances of vulnerable pupils and pupils with SEND or other additional needs.

Permanent exclusion will normally be considered only as a **last resort**, in accordance with statutory requirements.

The school's procedures will also ensure that informal or unofficial exclusions are not used.

14. False or Malicious Allegations

The school recognises that pupils must be able to raise concerns about adults safely and without fear of reprisal.

Any allegation or concern about a member of staff will be treated seriously and managed in accordance with the school's safeguarding and allegations procedures.

Where, following appropriate consideration, a pupil is found to have **knowingly made a false or malicious allegation** against a member of staff, the school may take appropriate disciplinary action in accordance with its Behaviour Policy.

The school will take particular care to distinguish between a malicious or knowingly false allegation and a genuine safeguarding concern, a mistaken allegation or a concern raised by a child who may be unable to provide a fully accurate account of events.

15. Staff Conduct and Professional Responsibility

All adults working in or supporting the school are expected to model the standards of behaviour expected of pupils.

Staff should:

- communicate calmly and respectfully;
- maintain professional boundaries;
- use consistent expectations and routines;
- avoid humiliating or degrading pupils;

- use de-escalation strategies where appropriate;
- follow the Behaviour Policy and safeguarding procedures;
- act as positive role models for children.

The Governing Body will support staff in applying the school's behaviour procedures appropriately and in seeking assistance where necessary.

16. Consistency and Fairness

The school will seek to ensure that its Behaviour Policy is understood and applied consistently across the school.

However, **fairness does not necessarily mean identical treatment**. Appropriate consideration will be given to a pupil's age, developmental stage, SEND, disability, individual circumstances and any other relevant factors.

The school will regularly review behaviour information to identify patterns, disproportionate impacts or groups of pupils who may be experiencing barriers to the school's behaviour expectations or behaviour systems.

17. Staff Training and Support

The Governing Body recognises that effective behaviour management depends on staff having the knowledge, skills and confidence to implement the school's approach.

The school will provide appropriate information and training so that staff understand:

- the school's behaviour expectations and procedures;
- safeguarding responsibilities;
- approaches to de-escalation and managing challenging behaviour;
- the needs of pupils with SEND and other vulnerabilities;
- the appropriate use of sanctions and rewards;
- the legal framework relating to reasonable force;
- procedures for recording and reporting significant incidents; and
- the circumstances in which additional support should be sought.

18. Monitoring and Review

The Governing Body will monitor the effectiveness of the school's Behaviour Policy and this Statement of Behaviour Principles.

This will include appropriate consideration of:

- behaviour incidents and trends;
- bullying and discriminatory incidents;

- suspensions and permanent exclusions;
- use of reasonable force and restrictive interventions;
- the experience of pupils with SEND and disabilities;
- safeguarding concerns relating to behaviour;
- patterns or disparities affecting particular groups of pupils;
- attendance and engagement where relevant; and
- feedback from pupils, parents/carers and staff.

The Governing Body will ensure that the Statement and Behaviour Policy are reviewed when necessary to reflect changes in legislation, statutory guidance, national expectations or the needs of the school community.

19. Review and Consultation

This Statement will be reviewed periodically by the Governing Body and sooner where significant changes to legislation or statutory guidance occur.

In reviewing or revising the Statement, the Governing Body will consult the Headteacher and other appropriate members of the school community in accordance with its statutory responsibilities.

20. Related Legislation and Guidance

This Statement should be read alongside the school's current policies and procedures and the relevant legislation and DfE guidance, including:

- Education and Inspections Act 2006;
- Equality Act 2010;
- Children and Families Act 2014 and the SEND Code of Practice;
- Education Act 1996 and other relevant education legislation;
- *Behaviour in schools: advice for headteachers and school staff;*
- *School suspensions and permanent exclusions;*
- *Keeping Children Safe in Education 2026;*
- *Restrictive interventions, including use of reasonable force, in schools;*
- current DfE guidance on searching, screening and confiscation;
- current DfE statutory guidance on mobile phones in schools; and
- other relevant statutory guidance and legislation in force from time to time.

The Governing Body will ensure that the school continues to have regard to the most recent versions of relevant statutory guidance when reviewing this Statement and the Behaviour Policy.