STANBURN PRIMARY SCHOOL

Behaviour Principles Written Statement

Head Teacher: Ms E D'Souza

Reviewed: June 2026

Date for Review: June 2027

Chair of Governors: Dr Priya Patel

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (The school behaviour policy: the role of the governing body).

The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice: it is the responsibility of the Headteacher at Stanburn Primary School to draw up the school's behaviour policy, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of current DfE guidance including Behaviour in Schools and Suspension and Permanent Exclusion guidance. The Behaviour Policy is available on the school's website.

Principles

1. The Governors of Stanburn Primary School strongly believe that high standards of behaviour lie at the heart of a successful school.

2. We believe that good behaviour is essential to allow all our pupil to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promote good behaviour. No pupil should be allowed to behave in a manner which adversely affects the learning opportunities of others.

3. We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. These rewards and sanctions must be applied consistently and fairly.

4. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school. Every pupil understands they have the right to feel safe, valued and respected.

5. Stanburn Primary is an inclusive school. We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem.

6. Discrimination in any form should not be tolerated. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-bullying Policy (included in the Behaviour Policy) that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of race, disability, sex, religion or belief and sexual orientation are clearly set out and regularly monitored by the Headteacher for their effective implementation.

7. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and Disabilities (SEND), and all vulnerable pupils, is set out in the Behaviour Policy and made known to all staff. We recognise that pupils with additional emotional or behavioural needs should receive support to achieve the expected standard of behaviour.

8. Parents/carers should be encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupil's behaviour are outlined in the Home School Agreement which pupils and parents/carers are asked to sign when a pupil joins Stanburn Primary School.

9. The School Rules are clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness. Staff and volunteers set an excellent example to pupils at all times.

10. Sanctions for unacceptable / poor behaviour will be known and understood by all staff and children and consistently applied. The full range of sanctions will be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied. Sanctions will be monitored for their proper use and effective impact. Suspensions will only be used as a last resort; the Behaviour Policy outlines the processes involved in suspensions and permanent exclusions. The governing body also emphasises

that violence or threatening behaviour will not be tolerated in any circumstances.

The Headteacher will inform the police and/or other relevant agencies, as appropriate, where there is evidence of criminal behaviour or where safeguarding concerns arise. The governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and children know that sanctions can be applied in these circumstances. Sanctions should be monitored for their proper use and effective impact.

11. The Behaviour Policy sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw upon current safeguarding guidance, including Keeping Children Safe in Education, when determining the support available to staff who are subject to allegations. Staff so accused should not be automatically suspended pending an investigation.

12. The Governors expect the Headteacher to include the following in some detail in the Behaviour policy:

    - The power to use reasonable force or make physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving) will be stated. A definition of reasonable force will be included, and explain how and when children may be restrained. Appropriate staff will receive training in the use of reasonable force and restraint.
    - The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises, including online behaviour and cyber bullying where this impacts the safety, wellbeing or reputation of pupils, staff or the school community. The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.