

# Behaviour Principles: Written Statement

"Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventure."

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| <b>Approved by:</b>        | Governing Body | <b>Date:</b> 8 July 2026 |
| <b>Last reviewed:</b>      | July 2026      |                          |
| <b>Next review due by:</b> | July 2027      |                          |

## Introduction

Section 88 of the Education and Inspections Act 2006 requires governing bodies of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a written statement of behaviour. The Governing Body has 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 pupils.

Schools are required to have a Behaviour Policy which includes the school rules. It is the responsibility of the Headteacher (taking into account the views of the staff at St Paul's) to produce the school's Behaviour Policy and the duty of the Governing Body to provide the Headteacher with a clear written statement of the principles around which the Behaviour Policy will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly to take account of any legislative or other changes which may affect the content or relevance of this document.

In deciding on these Behaviour Principles, the Governors and school leaders work in unison to ensure that the principles are both relevant and appropriate for the standard of behaviour expected (school rules); the use of rewards and sanctions; the circumstances in which reasonable force will be used, and when multiagency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

This is a statement of principles, not practice; it is the responsibility of the headteacher to draw up the Behaviour Policies at St Paul's, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publication Behaviour in schools: [Behaviour in schools - GOV.UK](https://www.gov.uk/government/publications/behaviour-in-schools).

## Principles

**Christian Ethos:** Our behaviour principles are rooted in Christian values, such as love, compassion and forgiveness. teach our children to love and value each other and God's creation, and follow the example that Jesus taught us, and to do unto others as you would want them to do unto you.

**Right to feel safe and secure at all times:** We strive to ensure that every child understands they all have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

The Governing Board of St Paul's also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**School Rules:** The Behaviour Policy includes details of the school rules. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. The school rules are simple and universal:

- We are ready
- We are respectful
- We are safe.

**High standards of behaviour:** The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all children to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption. The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of children outside school in encouraging them to become good members of the wider community.

**Inclusion and Equality:** All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010. The Positive Relationships and Anti-Bullying Policies emphasise that bullying of any kind is absolutely unacceptable (including bullying linked to gender, race, ability, sexual orientation or background). This behaviour attracts a zero-tolerance attitude.

**Rewards and positive reinforcement:** The Governors expect the Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system must encourage positive behaviours, and must be regularly monitored for consistency, fair application and effectiveness.

**Sanctions for unacceptable behaviour:** Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision and, where applicable. St Paul's will take a restorative approach to managing behaviour. It is important that sanctions are monitored for their proper use, consistency and effective impact.

**Family involvement:** Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

**The use of Reasonable Force:** The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff.

**The Power to discipline for behaviour outside the school gates:** The Governors expect the Behaviour Policy to set out the school's response to non-criminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any unwanted behaviour when children are:

- taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school

Even if the conditions above do not apply, the policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

**Suspensions and exclusions:** The Governors believe that suspensions (fixed-term exclusions) and permanent exclusions should only be used as a last resort.