

BEHAVIOUR AND RELATIONSHIPS

Written Statement of Behaviour Principles

A calm, safe, inclusive and respectful school culture



Governors' Statement of Behaviour Principles

Reviewed: September 2026

Next Review: September 2027

Purpose and Rationale

This Statement of Behaviour Principles is written in accordance with Section 88 of the Education and Inspections Act 2006 and relevant Department for Education guidance.

The purpose of this statement is to provide guidance to the Headteacher in developing, implementing and reviewing the school's Behaviour and Relationships Policy. It reflects the values and aspirations of the Governing Body and provides a framework within which the school's behaviour systems operate.

This is a statement of principles rather than practice. The practical application of these principles is the responsibility of the Headteacher.

The Governing Body expects all members of the school community to work together to promote positive behaviour, strong relationships and a safe, calm and purposeful learning environment where all children can flourish.

Our Vision

At Great Leighs Primary School we want every child to feel safe, valued, respected and ready to learn.

Our vision is:

Grow • Learn • Persevere • Succeed

We believe that all children can succeed when expectations are clear, relationships are strong and adults are consistent.

Behaviour Principles

The Governing Body expects the Behaviour and Relationships Policy to be underpinned by the following principles:

1. Every Child Has the Right to Feel Safe

All pupils and staff have the right to learn and work in an environment that is calm, safe, respectful and free from disruption, bullying, harassment and discrimination.

2. Relationships Matter

Positive relationships form the foundation for successful behaviour. The school should promote respectful, trusting relationships between pupils, staff, parents and the wider community.

3. Behaviour is Taught

The school should explicitly teach, model and reinforce expected behaviours, routines and habits so that children are supported to become responsible and respectful members of society.

4. Consistency Matters

Children have the right to experience consistent expectations and responses from all adults. Staff should apply expectations fairly, calmly and consistently.

5. High Expectations for All

The Governing Body believes that every child can achieve positive behaviour and that high expectations should be maintained for all pupils while recognising individual needs and circumstances.

6. Inclusion and Equality

Great Leighs Primary School is an inclusive school. The Behaviour and Relationships Policy must comply with the Equality Act 2010 and ensure that all pupils are treated fairly and with dignity.

The school will make reasonable adjustments where appropriate for pupils with Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health needs (SEMH), trauma experiences or other vulnerabilities.

7. Behaviour is a Form of Communication

The Governing Body recognises that behaviour may communicate an unmet need. Staff should seek to understand the causes of behaviour whilst maintaining clear boundaries and expectations.

8. Connection Before Correction

Children should be treated with respect and dignity at all times. The school should promote an approach that seeks to understand behaviour, maintain positive relationships and support children to make better choices.

9. Restore and Repair

When behaviour falls below expectations, the school should encourage children to take responsibility, repair relationships and learn from mistakes through restorative approaches wherever appropriate.

10. Safeguarding Comes First

The welfare and safety of pupils and staff is paramount. The Behaviour and Relationships Policy should reflect the school's safeguarding responsibilities and ensure that appropriate action is taken where behaviour places others at risk.

Recognition, Consequences and Support

The Governing Body expects the Behaviour and Relationships Policy to:

- Promote and recognise positive behaviour.
 - Encourage self-discipline, kindness, responsibility and respect.
 - Include proportionate consequences that support learning and maintain safety.
 - Distinguish between educational consequences and protective consequences.
 - Provide appropriate support and intervention for pupils who require additional help.
 - Set out clear procedures for addressing bullying, discriminatory behaviour, sexual harassment and child-on-child abuse.
 - Outline the circumstances in which reasonable force may be used in accordance with statutory guidance.
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Working in Partnership

The Governing Body believes that strong partnerships between school and home are essential in promoting positive behaviour.

Where concerns arise, the school will work collaboratively with parents, carers and relevant external agencies to support children and promote successful outcomes.

Suspensions and Exclusions

The Governing Body expects suspensions and permanent exclusions to be used only when necessary and as a last resort.

Any suspension or exclusion will be lawful, reasonable, proportionate and carried out in accordance with current statutory guidance.

The school will seek to understand and address the causes of behaviour while maintaining the safety and wellbeing of the wider school community.

Review

This statement will be reviewed annually by the Governing Body or sooner if legislation, guidance or local circumstances require.

Statutory status and required application

This written statement is made under section 88 of the Education and Inspections Act 2006. The governing body will consult the Headteacher, parents, pupils and staff, keep the statement under review and publish it on the school website. The Headteacher must have regard to it when determining the behaviour policy under section 89.

The behaviour policy must promote safety, calm and respect; prevent bullying and discriminatory behaviour; set lawful expectations, rewards and sanctions; explain staff powers to discipline, search and confiscate; and link to attendance, safeguarding, reasonable force, suspension and permanent exclusion arrangements. Measures must be reasonable, proportionate and consistently applied.

The school will anticipate and make reasonable adjustments for disabled pupils and consider SEND, communication, mental health, trauma and safeguarding needs without lowering expectations of safety. Behaviour that may indicate harm or unmet need will be referred appropriately rather than treated only as misconduct.