



Christleton Primary School

Be the best you can be

Behaviour Principles

Document Name		Reviewed by	
Behaviour Principles		Full Governing Body	
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Signed Headteacher			
Signed Chair of Governors			

Christleton Primary School

Statement of Behaviour Principles

1. Status and purpose

This statement is made by the governing body of Christleton Primary School under section 88 of the Education and Inspections Act 2006. It sets the broad principles that guide the headteacher when determining the school's Behaviour Policy. It does not prescribe day-to-day practice or determine individual cases.

The governing body consulted the headteacher, parents and pupils before making this statement. Staff views were also considered as good practice.

2. Principles

High expectations and a positive culture

- Every pupil should be taught in a calm, safe and orderly environment where high expectations are clear, consistently modelled and supported by warm relationships.
- Positive behaviour should be taught, noticed and recognised. Pupils should have opportunities to learn self-discipline, responsibility, kindness and respect.

Safety, dignity and safeguarding

- Pupils and staff have the right to feel safe and be treated with dignity. Bullying, discrimination, harassment, sexual violence, sexual harassment and other child-on-child abuse are unacceptable and must be addressed promptly.
- Safeguarding concerns must be managed under the Child Protection and Safeguarding Policy. Disciplinary action may run alongside safeguarding action but must never replace it.

Equality, SEND and inclusion

- The Behaviour Policy must be fair, lawful and non-discriminatory. The school should make reasonable adjustments and consider SEND, disability, communication, mental health, trauma and other vulnerabilities when preventing and responding to behaviour.
- High expectations remain important, but pupils may need different support or adjustments to achieve them.

Predictable and proportionate responses

- Rules, routines, recognition and consequences should be understood, age appropriate and consistently applied, while allowing professional judgement for context and individual need.

- Consequences should be reasonable, proportionate, related to the behaviour where possible and focused on learning, safety, repair and successful reintegration.
- Removal from classrooms should be a serious, supervised and time-limited intervention. It must not become informal exclusion or a substitute for suitable education and support.

Suspension and permanent exclusion

- Suspension and permanent exclusion are lawful sanctions available only to the headteacher or acting headteacher and must follow current statutory guidance. Permanent exclusion should be used only in response to a serious breach or persistent breaches where allowing the pupil to remain would seriously harm education or welfare.
- The school must never use unofficial, informal or open-ended exclusion.

Searching and restrictive intervention

- Searching, confiscation and any restrictive intervention must be lawful, necessary, reasonable, proportionate and respectful of dignity, privacy, safeguarding, SEND and medical needs.
- Force must never be used as punishment. Prevention and de-escalation should be prioritised, incidents recorded and reviewed, and appropriate support provided afterwards.

Partnership and voice

- The school should work constructively with parents and pupils, communicate expectations clearly and seek views about how the policy is experienced.
- Pupils who report harm or make an allegation should be listened to. A pupil should not be sanctioned because a report is not substantiated; action for a deliberately invented or malicious allegation should be considered only after safeguarding and individual needs have been assessed.

Monitoring and accountability

- The headteacher should monitor the policy's implementation and report to governors on culture, incidents, sanctions, removal, restrictive interventions, suspensions, exclusions and any disproportionate impact.
- Governors will provide strategic oversight without taking over operational decisions or compromising their role in statutory review panels.

3. Review and publication

The governing body will review this statement annually alongside the Behaviour Policy and sooner if legislation, statutory guidance or evidence from the school changes. The approved statement will be published alongside the Behaviour Policy.