St Mary's C E Primary School

GOVERNING BODY WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

"Live, Love and Learn Together in the Light of the Life of Christ"

Rooted in Ephesians 5:8–11, 13–14

Introduction

This Written Statement of Behaviour Principles has been drawn up in accordance with the Education and Inspections Act 2006 and relevant Department for Education guidance including Behaviour in Schools (DfE 2024–2026), Suspension and Permanent Exclusion (DfE 2023–2026), Use of Reasonable Force (DfE 2025), and Keeping Children Safe in Education (DfE 2025).

The purpose of this statement is to provide guidance to the Headteacher in developing, implementing and reviewing the school's Behaviour and Positive Relationships Policy. It reflects the shared values and aspirations of governors, staff, pupils and families and ensures that the school's approach to behaviour is consistent with its Christian vision and values. It also reflects Brent's commitment to equity, inclusion and anti-racism, and aligns with Ofsted's expectations for behaviour culture, safeguarding and pupils' sense of belonging.

This is a statement of principles set by the Governing Body. The Headteacher is responsible for determining the detailed Behaviour and Positive Relationships Policy and its implementation. The detailed implementation of these principles is the responsibility of the Headteacher through the school's Behaviour and Positive Relationships Policy. Governors expect the policy to be reviewed regularly and to reflect current legislation, statutory guidance and best practice.

Principles

1. Every child has the right to learn, and every member of the school community has the right to feel safe, valued, respected and included. The Governing Body expects the school to foster a culture of belonging, consistent with Ofsted's expectations for a positive behaviour culture.
2. Behaviour is learned and should be explicitly taught, modelled and reinforced. It should be taught with the same clarity and consistency as the curriculum. The school will promote positive relationships, self-regulation, responsibility and respect through the teaching of The St Mary's Way and the school's Pocket Principles:
   • Be Respectful

- Be Responsible
- Be Ready to Learn

3. The Governing Body believes that positive behaviour is best promoted through strong relationships, high expectations, consistency and a culture of belonging. Staff should seek to understand the reasons behind behaviour and respond in ways that support pupils to make positive choices. The Governing Body expects staff to use relational, trauma informed approaches that support pupils to regulate and succeed.
4. The school's Christian vision, "Live, Love and Learn Together in the Light of the Life of Christ", should underpin all aspects of behaviour management. Every child should be treated with dignity, compassion and respect, recognising their God-given worth.
5. St Mary's is an inclusive school. Behaviour systems and responses should take account of pupils' individual circumstances, including SEND, social, emotional and mental health needs, disability, communication needs, trauma and other vulnerabilities. Reasonable adjustments should be made where appropriate. The Governing Body expects reasonable adjustments to be made in line with the Equality Act 2010 and statutory SEND duties.
6. The Governing Body expects all members of the school community to be free from discrimination, harassment, victimisation, bullying and abuse. The school will fulfil its duties under the Equality Act 2010 and actively promote equality, diversity and inclusion. The school's approach must actively promote equality, diversity and inclusion, in line with Brent's anti racist expectations and Ofsted's equality duties.
7. The school will maintain a zero-tolerance approach to racism, discriminatory behaviour, sexual harassment, child-on-child abuse and all forms of prejudice. Such incidents will be taken seriously, recorded appropriately and addressed promptly in line with safeguarding procedures. All prejudice-based incidents must be recorded, monitored and addressed promptly as part of the school's safeguarding responsibilities.
8. All adults within the school community, including staff, volunteers and governors, should model the behaviours, attitudes and values expected of pupils.
9. The school will work in partnership with parents and carers to promote positive behaviour and will seek to establish strong relationships based on mutual respect, shared responsibility and open communication.
10. Where concerns arise regarding a pupil's behaviour, the school will adopt a graduated and supportive approach, working with families and, where appropriate, external agencies to identify and address underlying needs. This should include early help and multi-agency collaboration where appropriate
11. The school recognises that behaviour is closely linked to wellbeing. Appropriate therapeutic, pastoral and emotional support should be available to pupils who require it in order to help them regulate emotions, develop resilience and engage successfully in school life.
12. Any use of reasonable force must be lawful, proportionate, reasonable and necessary, and must always be used as a last resort to prevent harm, injury or serious disruption. The Governing Body expects all staff to be trained in de-escalation and preventative strategies.

13. Suspension and permanent exclusion should only be used where necessary and in accordance with statutory guidance. Governors expect exclusion to be a last resort after all appropriate support and interventions have been considered. Decisions must comply with statutory guidance and be free from discrimination or disproportionate impact on any pupil group.
14. The Behaviour and Positive Relationships Policy should clearly set out expectations, rewards, consequences, safeguarding procedures, responses to discriminatory behaviour, and the support available for vulnerable pupils. The Governing Body expects the policy to be accessible, transparent and communicated clearly to pupils, staff and families.
15. Governors expect behaviour data, including incidents involving bullying, racism, discrimination, suspensions and exclusions, to be monitored regularly to ensure that policies are implemented fairly and consistently for all groups of pupils. Governors expect data to be analysed for patterns, disproportionality and trends, ensuring fairness, consistency and equity for all groups.

Review

This Written Statement of Behaviour Principles will be reviewed annually by the Governing Body.

Approved by the Governing Body:

Date: _____

Chair of Governors: _____

Headteacher: _____