Behaviour Principles Written Statement

2026 - 2027

The Willows Primary School

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The Willows Primary School
Governors' Statement of General Principles with Regard to Behaviour

1. Scope and Legislative Framework

This statement has been prepared in accordance with the Education and Inspections Act 2006, particularly Section 88, which requires the Governing Board to make and periodically review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline within the school.

In developing and reviewing this statement, the Governing Board has regard to relevant legislation and Department for Education (DfE) guidance, including:

- Education and Inspections Act 2006, Sections 88 and 89.
- Equality Act 2010.
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024).
- Behaviour and Discipline in Schools: Guidance for Governing Bodies (DfE, September 2015).
- School Suspensions and Permanent Exclusions (DfE, July 2026).
- Use of Reasonable Force in Schools (DfE, December 2025).
- Keeping Children Safe in Education (DfE, September 2026).
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This statement sets out the principles that the Governing Board expects the Headteacher to take into account when determining the school's behaviour measures and developing the Relational Behaviour Policy.

Before making or revising this statement, the Governing Board will consult the Headteacher, appropriate members of staff, parents and registered pupils, in accordance with Section 88(3) of the Education and Inspections Act 2006.

This is a statement of principles, not practice. The responsibility for determining the school's behaviour measures and implementing the Relational Behaviour Policy rests with the Headteacher, who must act in accordance with this statement and relevant legislation and guidance.

The Governing Board recognises that the Headteacher must have the authority and professional discretion to determine appropriate responses to individual situations, while ensuring that the school's approach is fair, consistent, proportionate and inclusive.

The school's Relational Behaviour Policy is available to staff, parents/carers and pupils through the school website.

2. Rationale and Purpose

The Governors of The Willows Primary School believe that high standards of behaviour lie at the heart of a successful school. A positive, safe and supportive environment enables all children to make the best possible progress in their learning and personal development, while allowing staff to teach effectively without undue interruption or disruption.

The Governing Board believes that good behaviour is built upon positive relationships, clear expectations, mutual respect and a shared understanding of responsibilities. Children should be supported to develop self-discipline, respect for others, emotional regulation and an understanding of the impact of their behaviour on those around them.

The purpose of this statement is to communicate the shared aspirations and beliefs of the Governing Board for behaviour throughout the school and to provide a clear framework within which the Headteacher can determine appropriate measures to promote positive behaviour and address behaviour that falls below the school's expectations.

The Governing Board expects the school's approach to behaviour to reflect its inclusive ethos, promote positive relationships and ensure that all members of the school community feel safe, valued and respected.

3. Principles

The Governors of The Willows Primary School aim to achieve a safe and respectful environment:

- All children and staff have the right to feel safe, secure and respected at all times within school.
- There should be mutual respect between staff and children, and between children themselves.
- All visitors to the school should feel safe and be protected from the effects of unacceptable behaviour in all areas of the school.
- Bullying, intimidation, harassment, discrimination, violence and threatening behaviour will not be tolerated.
- The school should promote a culture in which children feel confident to speak to a trusted adult if they are worried about their own safety or the behaviour of others.

  Inclusion, equality and individual needs
- The Willows Primary School is an inclusive school. All members of the school community should be treated fairly and with dignity and respect.
- The school must act in accordance with the Equality Act 2010 and take appropriate steps to prevent discrimination, harassment and victimisation.
- Clear and effective arrangements must be in place to prevent and address bullying, prejudice and discriminatory behaviour. These should be reflected in the school's Behaviour and Equality Policies, monitored regularly and applied consistently.
- The school should recognise that children have different needs, experiences and levels of development. Responses to behaviour should take account of individual circumstances, including special educational needs and disabilities (SEND), developmental needs, mental health, vulnerability and any other relevant factors.
- Reasonable adjustments and appropriate support should be considered where necessary to enable all children to meet the school's expectations as successfully as possible.
- Sanctions and other responses should be fair, proportionate and reasonable, taking account of the individual child and the circumstances surrounding the behaviour.

  High expectations and clear responsibilities
- The Governing Board expects the school to maintain high standards of behaviour and to promote an environment in which all children are able to learn, achieve and thrive.
- Parents/carers should be encouraged and supported to work in partnership with the school and to reinforce positive behaviour and attitudes towards learning.
- Children should be helped to understand their responsibilities towards themselves, others and the wider community, both during their time at school and in preparation for life beyond it.
- The school's expectations and responsibilities should be clearly communicated to children, parents/carers and staff. These should be reflected in the Relational Behaviour Policy and, where appropriate, the Home School Agreement.
- The school rules, Be Ready, Be Respectful, Be Responsible, should be clearly understood by all members of the school community, displayed throughout the school and regularly revisited with pupils.

- The Governing Board expects all staff to apply the school's expectations consistently and to model the standards of behaviour they wish to see in children.

  Positive recognition and encouragement
- The Governing Board believes that positive behaviour should be actively encouraged, recognised and celebrated.
- Opportunities for recognition and reward should be applied fairly and consistently, encouraging children to demonstrate behaviour that goes beyond the expected standards, both in the classroom and elsewhere in school.
- The Governing Board welcomes opportunities to celebrate children's achievements and positive contributions, including through assemblies, awards and other forms of recognition.
- The school's approach should promote positive relationships, encourage personal responsibility and help children understand the importance of making good choices.

  Responses to unacceptable behaviour
- The Governing Board expects inappropriate or unacceptable behaviour to be addressed promptly, fairly and consistently.
- Responses should be appropriate to the nature and seriousness of the behaviour, taking account of the circumstances, the child's individual needs and any relevant history.
- The Headteacher should ensure that staff understand the range of responses and sanctions available to them and are confident in applying the school's Relational Behaviour Policy.
- Responses should be proportionate and reasonable, with appropriate opportunities for reflection, restorative conversations, support and learning where these are suitable.
- Sanctions should be clearly explained in the Relational Behaviour Policy so that children, staff and parents/carers understand the school's expectations and how unacceptable behaviour will be addressed.
- The Governing Board expects the Headteacher to monitor the use and effectiveness of behaviour measures, ensuring that they are applied fairly and consistently and do not disadvantage particular groups of pupils.

Suspensions and permanent exclusions

- The Governing Board recognises that suspensions and permanent exclusions are serious measures and should be used in accordance with legislation and current DfE statutory guidance.
- The school should, wherever possible and appropriate, seek to address behavioural difficulties through early intervention, support and other measures before considering suspension or permanent exclusion.
- Decisions to suspend or permanently exclude a pupil must be lawful, reasonable, fair and proportionate, taking account of the individual circumstances and the potential impact on the pupil and the wider school community.
- The Governing Board is clear that informal or unofficial exclusions, including requiring parents to keep a child at home without following the formal exclusion process, are unlawful and must not take place.

  Partnership with parents and the wider community
- The Governing Board expects pupils and parents/carers to work in partnership with the school to maintain a calm, orderly and positive environment for learning.
- The school should seek to establish constructive relationships with parents/carers when addressing behavioural concerns, recognising the importance of communication and shared expectations.
- The Headteacher may involve the police or other appropriate agencies where there is evidence of criminal activity or a reasonable concern that a criminal offence may take place.

- The Governing Board expects the school to take appropriate action where the behaviour of parents/carers or other visitors towards staff, pupils or members of the school community is threatening, abusive or intimidating.
- Where necessary, the Headteacher may restrict or withdraw an individual's permission to enter the school premises and may seek advice from the Local Authority or police. Appropriate legal action may be taken where behaviour amounts to a criminal offence or constitutes a nuisance or disturbance on school premises.

  Support and protection for staff
- The Governing Board recognises that staff have the right to work in a safe environment and should be supported when dealing with challenging or unacceptable behaviour.
- Staff should be confident that the school will support them in applying the Relational Behaviour Policy appropriately and consistently.
- Where allegations are made against members of staff, the school must follow the relevant safeguarding, disciplinary and employment procedures, including current DfE guidance and the school's Staff Code of Conduct.
- Staff accused of misconduct should be treated fairly and supported appropriately throughout any investigation. Suspension should not be automatic and must be considered on the individual circumstances of the case.

  Physical intervention and reasonable force
- The Governing Board recognises that physical intervention should only be used when necessary, lawful and proportionate, and as a last resort where appropriate.
- The school must have a clear Physical Intervention and Restrictive Interventions Policy, setting out the circumstances in which reasonable force or other restrictive interventions may be used, in accordance with Section 93 of the Education and Inspections Act 2006 and current DfE guidance.
- Physical intervention must be used only when necessary to prevent harm, maintain safety or address other circumstances permitted by law. It must be the least restrictive response appropriate to the situation.
- The Governing Board expects staff to prioritise preventative strategies, positive relationships and de-escalation wherever possible.
- Staff who may reasonably be expected to use physical intervention should receive appropriate training and guidance.
- Any significant incident involving the use of reasonable force or restrictive intervention must be recorded and reported in accordance with statutory requirements and current DfE guidance. Appropriate support should be provided to the pupil and staff involved.

4. Monitoring and Review

The Governing Board expects the Headteacher to monitor the effectiveness of the school's behaviour measures and to provide governors with appropriate information about behaviour across the school.

This should include consideration of patterns of behaviour, the use of praise and sanctions, suspensions and permanent exclusions, and any differences in how behaviour measures affect particular groups of pupils, including those with SEND.

The Governing Board will review this statement periodically and whenever changes to legislation, statutory guidance or the school's circumstances make a review necessary.

The Governing Board will ensure that any revisions are subject to the appropriate consultation arrangements set out in Section 88 of the Education and Inspections Act 2006.