



Governors' written statement of behaviour principles 2026

Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. Sections 88 and 89 require the governing body to make and periodically review this statement, and require the headteacher to act in accordance with it when determining the measures that form the school's behaviour policy.

The purpose of this statement is to give guidance to the headteacher in drawing up the behaviour policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment; and preserve the reputation of the school. It should support a calm, safe, inclusive and supportive environment in which everyone can learn, work and flourish. This statement sets the strategic principles; the detailed rules, routines, rewards, support and consequences are set out in the school's Behaviour Policy.

The statement is available on the school's website and from the school office.

Before making or revising this statement, the governing body will consult the headteacher, staff, parents and carers, and registered pupils, in accordance with section 88 of the Education and Inspections Act 2006.

This statement will be reviewed annually, or sooner if changes to legislation, statutory guidance, local arrangements or the school's circumstances make an earlier review necessary. The Behaviour Policy will be reviewed alongside it to ensure that the two documents remain aligned.

This statement is informed by our Christian vision and school values:

Our Christian Vision

At Barham Church of England Primary School we know, nurture and value everyone in our school. We celebrate everyone's unique character, gifts and talents. As a school family, we take care of ourselves, others and the world God has given us. We are rooted in our local community.

At the heart of our school is a memorable creative curriculum, where children are challenged and inspired to explore, create and learn through a range of enriching opportunities, including academic studies, sport and the arts, outdoor learning and play. Through this we learn and grow to be kind, confident and curious individuals.

Our School Values

Our values are: kind, confident and curious. Our vision and values are rooted in the account of Jesus feeding the five thousand (John 6:1-14), which reminds us to notice and respond to the needs of others, to use our gifts confidently and to remain curious about what may be possible.

Our Behaviour Principles

We, the Governing Body of Barham Church of England Primary School, believe that all members of our school community should be able to work, learn and achieve their full potential in a safe, secure and orderly environment. This environment should also be calm, inclusive, respectful and supportive, and should promote pupils' sense of belonging and wellbeing. We value the strong relationships that exist throughout the school, which lead to the mutual respect that encourages good behaviour. We have high

expectations of everyone. Governors, leaders and staff should model the school's values and the behaviour expected from pupils.

The Behaviour Policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. All pupils, staff and visitors should be treated fairly and with dignity. The school will comply with the Equality Act 2010, eliminate discrimination and harassment, and prevent and respond to all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying. Child-on-child abuse will be addressed as both a behaviour and safeguarding concern.

The policy will be applied with consistency and fairness, with regard to each individual situation. Consistency does not mean that every pupil will always receive an identical response. Decisions should be lawful, reasonable and proportionate, and should take account of age, development, individual circumstances, safeguarding information and any reasonable adjustments required for pupils with disabilities or special educational needs. The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning, and praise and recognition. Expected behaviour should be explicitly taught, modelled and practised. Pupils should be supported to develop self-discipline, take responsibility, reflect on the impact of their actions and repair harm wherever possible.

It is recognised that sanctions are sometimes necessary to demonstrate that unacceptable behaviour has consequences, to protect the rights and safety of others and to support pupils to make better choices. Sanctions should never be degrading or discriminatory and must be applied in accordance with the Behaviour Policy. Suspension may be used where it is a necessary and proportionate response to a serious incident or persistent behaviour. Permanent exclusion will be used only as a last resort. The school will not adopt a 'no exclusion' approach that compromises safety and will not use informal or unlawful exclusions.

Some pupils, including those with special educational needs and/or disabilities, physical or mental health needs, communication needs, experience of trauma, or those who are looked after or previously looked after, may need additional or different support to meet behaviour expectations. Behaviour may sometimes indicate an unmet need. The school should identify needs early, work with pupils, families and relevant professionals, and provide appropriate support and reasonable adjustments. Individual needs must be carefully balanced with the rights and safety of the whole school community; where behaviour places anyone at risk, safety is paramount.

Violence, threatening behaviour, harassment or abuse, including online abuse, by pupils, parents, carers or visitors towards pupils or staff will not be tolerated. The school may take proportionate action, including restricting an adult's access to the premises, where this is necessary to protect the school community and is carried out lawfully and fairly.

The governors expect the school to minimise the need for restrictive interventions through positive relationships, early support, prevention and de-escalation. The school will maintain a separate Restrictive Interventions, including Use of Reasonable Force, Policy. Any restrictive intervention must be lawful, necessary and proportionate, use no more force than is needed for the least amount of time, and be recorded and reported in accordance with current statutory requirements.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Pupils should also be listened to and involved in developing and reviewing the school's approach to behaviour in an age-appropriate way. The principles in this statement inform the Behaviour Policy and related policies, including safeguarding and child protection, anti-bullying, staff conduct, restrictive interventions, and suspensions and permanent exclusions.

The Behaviour Policy may apply to pupils when they are on the school premises, travelling to or from school, taking part in school-organised or school-related activities, being educated off-site as a pupil of Barham Church of England Primary School, wearing school uniform or otherwise identifiable as a pupil, and to behaviour online or outside school where it is reasonable for the school to regulate the conduct because it affects the welfare of a member of the school community, the orderly running of the school or the school's reputation.

References

- Education and Inspections Act 2006, sections 88 and 89.
- Department for Education, Behaviour in Schools: Advice for headteachers and school staff (February 2024).
- Department for Education, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026; in force from 26 July 2026).
- Department for Education, Restrictive Interventions, including Use of Reasonable Force, in Schools (effective from 1 April 2026).
- Equality Act 2010.
- Department for Education, Keeping Children Safe in Education 2026.

Approval and Review

Policy approved:	<i>October 2026</i>
Reviewed:	October 2026
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