

# Whitecote Primary School



## Behaviour Principles

Agreed: April 2026

Review: April 2028



## Whitecote Primary School

### Written Statement of Behaviour Principles

Approved by the Governing Body on 1<sup>st</sup> April 2025

Next due for review in April 2027

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*The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and discipline in schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.*

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#### **Introduction:**

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The governors at Whitecote Primary School believe that:

- every child has the right to learn and that no child has the right to disrupt the learning of others
- all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions

At Whitecote Primary School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The board may wish to include this paragraph to reflect Covid-19 requirements: The governors at Whitecote Primary School would request that the Headteacher bears in mind the following when drawing up the behaviour policy:

- The importance of being flexible with their behaviour policy at this time
- The role of relationships and communication in supporting wellbeing and emotional safety that support positive behaviours and engagement.
- That we may expect some differences/emotions during this unforeseen time and many schools are prioritising nurture and connections right now

- That both internalising and externalising behaviours may be valid responses to the feelings, and situations, some are having right now
- That other external stressors need to be considered in terms of their potential impact e.g. financial challenges, job losses, stressors within the home
- That council learning support services continue to be working and are available to support settings e.g. Special Educational Needs Inclusion Team (SENIT), Educational Psychology Team (EPT) and Area Inclusion Partnerships (AIPs)

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016. This should include consideration of the ten key aspects of school practice that when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parent/carers and other agencies
9. Managing pupil transitions and
10. Organisation and facilities

#### **Principles:**

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Whitecote Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of children and in consultation with staff and parents/carers.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their

use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents/carers to cooperate to maintain an orderly climate for learning.
- The governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- Governors appreciate that in exceptional circumstances the needs of a pupil may be best met in an alternative provision or specialist inclusive learning centre (SILC) and that the pupil may then be removed from the school roll. Where this is the case, governors would seek assurances that:
  - the school had taken every appropriate action to address the pupils' needs before considering alternative provision
  - consideration of alternative provision is made in consultation with the parents/carers and the child
  - consideration of moving pupils to alternative provision is done on a case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures
  - the provision that the pupil will be moved to is of good quality and is well resourced to meet the needs of the pupil academically, socially, emotionally and vocationally
  - the school has systems in place to provide follow up for the pupil
  - the school will have a clear plan around the purpose of goals and provision, how it meets needs, is reviewed and progression planning.
  - the school reviews each case with a view to seeing if the pupil can be reintegrated into the school.
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.
- The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
  - Taking part in school organised or related activity
  - Travelling to or from school
  - Wearing school uniform or in some other way identifiable as a pupil
- In accordance with DfE Guidance, school should develop and implement a policy that creates a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.