



Governors' Statement Behaviour Principles

Happiness at the heart of learning

In our welcoming and inclusive school, we strive to be the best in everything we do.

- **B**ravery (persevering when things are difficult, facing learning challenges)
- **R**espect (respect for ourselves and others; fair inclusion of everyone)
- **I**ntegrity (being honest and trustworthy)
- **D**etermination (challenging ourselves to improve)
- **G**enerosity (thoughtfulness, co-operation, and emotional growth)
- **E**xcellence (taking pride in everything we do)

Approved by: FGB

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Last reviewed on: Autumn Term 2025

Next review due by: Autumn Term 2026

Rationale and purpose

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- Section 175 of the [Education Act 2002](#) which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#) which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- The purpose of the statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
- This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's Behaviour Policy, though he/she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication 'Behaviour and Discipline in Schools: a guide for Headteachers and school staff (2016)'.
- The Behaviour Policy must be publicised, in writing, to staff, parents/carers and pupils at least every two years.

Principles

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school that enables:

- (a) all its pupils to make the best possible progress in all aspects of their school life and work
- (b) all staff to be able to teach and promote good learning without undue interruption or harassment

Whitehall Junior School is an inclusive school and we believe in creating opportunities for all young people to be successful. The Governors are committed to working with our children, parents and carers and where appropriate with support from internal and external agencies, to modify behaviours and improve progress. We support each pupil to achieve their best and access their learning by striving to provide an appropriate curriculum through the delivery of well-planned lessons. Within this, we realise that every pupil has a right to a safe environment, and that the unacceptable behaviour of the individual must not threaten the education or well-being of the school community.

All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end, the school has a clear **Safeguarding including Child Protection Policy** that is known and understood by all. Measures to protect pupils from bullying

and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation. The school's legal duties under the Equality Act 2010, in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils, are set out in the school's policies and known to all staff.

Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time within the school, in the local community and in preparation for their life after leaving Whitehall Junior School. The responsibilities of pupils, parents/carers and staff with respect to pupils' behaviour must be outlined in the 'Home School Agreement' which children and parents/carers must be asked to sign when a pupil joins the school.

The Governors believe that to promote behaviour for learning, teachers must plan challenging, interesting and well-paced lessons which engage pupils. We require teachers and all members of our learning community to have high expectations; to empower themselves by following the school systems, being consistent in the use of the Behaviour Policy using praise frequently to reinforce the behaviour that supports learning.

The Governors expect to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. Governors strongly believe that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he/she fears that one may take place, e.g. if illegal drugs are discovered during a search, cyber-bullying or criminal harassment. Sanctions should be monitored for their proper use and effective impact.

The Behaviour Policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

The Governors expect the Headteacher to use the advice in 'Dealing with Allegations of Abuse against Teachers and other staff guidance document' when setting out the pastoral support that staff should expect to receive if they are accused of misusing their powers. Staff, so accused, should not be automatically suspended pending an investigation.

The Governors expect the Headteacher or her designated senior staff to make decisions about the *power to use reasonable force or make other physical contact*. As a school, we largely subscribe to a '*No handling of children policy*', unless in extreme situations.

The situations in which reasonable force may be used include: removing disruptive pupils from classrooms, preventing them from leaving or hurting themselves, other pupils or staff. Only staff who have qualified in the Team Teach methods may use reasonable force and only when other methods of de-escalating the incident have been applied. Governors would expect some school staff to be trained in the use of reasonable force and restraint (see policy on using reasonable force).

The Governors expect the Headteacher and designated senior staff to use their *power to discipline outside the school gates*, if needed, as a response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.