



Chalford Hill Primary School

Governing Board Statement of Behaviour Principles

Reviewed: November 2025
Review Date: November 2026

In accordance with our duties under Section 88 of the Education and Inspections Act 2006 (EIA), this document sets out the Governing Board's general principles for promoting good behaviour. As such, they provide guidance for the Head Teacher and team to develop and implement our school's behaviour policy and practices. The principles were informed through consultation with staff and engagement with pupils and parents.

1. Good behaviour and strong values are the foundations for our school's safe, welcoming, **creative** and engaging environment to inspire learning, and prepare every child for a happy, confident and successful future.
2. We seek to foster strong and productive **relationships** between pupils, staff, families and the wider community. This includes providing children with moral guidance and clear expectations of their behaviour, including treating each other with **respect**.
3. We believe that good behaviour helps **empower** and enable education and personal development, recognising the importance of healthy self-esteem, resilience, and the ability to cope with conflict.
4. Our approach to modelling and managing behaviour recognises children as the **unique** individuals they are with different personalities, learning styles, talents, and ways of communicating.
5. Vulnerable pupils or those with special educational needs or disabilities, will be offered support to ensure they are included and benefit the school's behaviour policies and practices.
6. Behavioural expectations and interventions will be set out in the school's Behaviour Policy, Anti-Bullying Policy, Physical Contact Policy, Home School Agreement, Staff Code of Conduct, and Safeguarding and Child Protection Policy, and reflected in other policies and procedures as appropriate.
7. We encourage, seek to recognise and reward the everyday positive conduct and contributions that pupils make to school and community life.
8. We recognise that challenging behaviour requires proactive intervention and support. Consequences must be clear and easily understood by pupils.
9. Any rewards or sanctions should be applied consistently by staff and others who have responsibility for our pupils, including lunchtime supervision and extended school provision.

10. The school's Behaviour Policy and behaviour monitoring systems will identify when external support or a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
11. All members of the school community should be free from discrimination, bullying and harassment with measures to counteract these issues set out in our Behaviour Policy and Anti-Bullying Policy, and through our compliance with the Equality Act 2010 and the promotion of equity, diversity and inclusion throughout school life.
12. Violence, threatening behaviour or abuse will not be tolerated in any aspect of school life.
13. Guidance on the school's approach to interventions set out by the Department for Education such as the use of reasonable force, screening and searching of pupils, and dealing with bullying and other unacceptable behaviour away from school or online, will be set out in the school's policies and procedures.
14. Staff will be given training to support the confident implementation of behaviour and related policies and procedures.
15. The Head Teacher should draw on the Department for Education' guidance on 'Dealing with Allegations of Abuse against Teachers and Other Staff' when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.