



Parkside Primary School

Governors' Written Statement of Behaviour Principles

Reviewed April 2026

Introduction

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools - Guidance for Governing Bodies' has been used as a reference in producing this Statement of Behaviour Principles.

Under the Education and Inspection Act 2006, school governing bodies are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils. 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. The statement is available from the school and can be found on the school's website.

The statement and the Behaviour Policy will be reviewed every three years, unless changes at national or local level necessitate an exceptional review. This statement is informed by our mission and value statements:

Proud to Shine

Growing In Excellence Every Day



Our Golden Rules are below:

- Always be 'Proud to Shine'
- Move about quietly and sensibly
- Take responsibility for your own actions
- Treat others how you would like to be treated
- Look after our school environment
- Be kind, helpful and supportive

Our Playground Rules are below:

- Respect and look after the school equipment and environment
- Play collaboratively and ensure everyone is included
- Play games fairly and have fun
- Be a good team player when taking part in all games
- Tidy up after yourselves
- Be safe and aware of others
- Be kind and respectful
- If you hear it or see it, and it's not right - tell an adult

Both our Golden Rules and Playground Rules were created with input from members of our School Council.

The principles**The right to feel safe, valued and respected at all times**

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents/carers or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Behaviour Policy.

High standards of behaviour

The Governors believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable pupils to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption. The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality

The Governors believe that all members of the school community should be able to learn and achieve their full potential in a safe and secure environment. We, the Governing Body, value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. We seek to eliminate all forms of discrimination, harassment and bullying.

The Governors acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with Special Educational Needs.

School Rules and Ethos

The Governing Body expects the Golden Rules and Playground Rules to be displayed around the school and in each classroom. The Governors expect that all school rules are applied consistently across the whole school by staff.

At Parkside Primary School, the emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards. It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from their behaviour. We believe our focus should be on positive behaviour and the opportunities for pupils to learn from their mistakes, and we expect lower than the national average rates of permanent exclusion.

Trauma-Informed Practice

The Governors recognise that experiences of trauma and attachment disorders are known to impact pupils' behaviours, and that some children may have more difficulty in meeting behavioural expectations than others. The school's policy aims to use rewards and sanctions which are both developmentally appropriate and trauma-informed.

The Governors support the school's commitment to working in an adversity and trauma-informed way with all children, being sensitive to all aspects of their lives and how issues and events might be impacting on their behaviours and learning. The school recognises that children behave and learn best when they feel safe and need predictable routines, expectations and responses to behaviour.

Rewards

The Governors expect the Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school.

The Governors expect rewards to include: the classroom Sunshine System, weekly certificates, stickers and prizes, house points, visits to senior leaders, and the Shine Point system.

The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision. The range of sanctions must be described in the Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied.

The Governors expect the school to ensure that the response to each incident is proportionate, considered, supportive, and decided on a case-by-case basis, taking into account: the age and developmental stage of the pupil; the nature and frequency of the incident(s); how to balance the sanction alongside education and safeguarding support; any special educational needs or disabilities; and whether the behaviour may be linked to safeguarding concerns.

The Behaviour Policy should also explain how and when suspension and permanent exclusions will be used as a sanction. The Policy should also include the provision for an appeal process against a sanction where a pupil or parent/carers believes the school has exercised its disciplinary authority unreasonably.

The Governors believe that suspension and permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Governors believe that 'unofficial' exclusions are illegal. The Headteacher may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place.

Support Following Sanctions

The Governors expect that following a sanction, the school will support the child with a number of strategies ensuring they are helped to understand how to improve their behaviour and meet the school's behaviour expectations (including those children with SEND).

Home/School Agreement

The Home/School Agreement should mirror the statements made in the Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

Power to Screen and Search Pupils

The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers in relation to the screening and searching of pupils for items which are 'prohibited' and/or banned in accordance with the school rules, in line with the DfE's guidance on searching, screening and confiscation (July 2022).

Restrictive Interventions, including the use of Reasonable Force

The Governors expect the Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact in order to prevent a pupil from: causing disorder; hurting themselves or others; damaging property; or committing an offence.

A definition of 'reasonable force' should be included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that incidents of reasonable force must: always be used as a last resort; be applied using the minimum amount of force and for the minimum amount of time possible; be used in a way that maintains the safety and dignity of all concerned; never be used as a form of punishment; and be recorded and reported to parents/carers.

The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual pupil support plans which may specify particular physical intervention techniques for the pupil concerned.

The Governors note that the school has used recent government guidance published in April 2026 - Restrictive interventions, including use of reasonable force, in schools.

The power to discipline for behaviour outside the school setting

The Governors expect the Behaviour Policy to set out the school's response to non-criminal misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The Policy should include the school's response to any misbehaviour when the child is:

- taking part in any school organised or school related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

Child-on-Child Abuse

The Governors recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via child-on-child abuse. The school does not tolerate any harmful behaviour and will take swift action to intervene where this occurs.

The Governors expect the school to take particular note of sexual violence/harm or harassment, ensuring that all disclosures are taken seriously and supported. The school will maintain support for the victim whilst acknowledging the disciplinary action that may be required, determined by risk assessment, liaison with the local authority, family and with consideration of the victim's needs.

Special Educational Needs and Disabilities (SEND)

The Governors expect that when dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance its legal duties including: taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil (Equality Act 2010); using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014); and securing provisions set out in EHC plans.

The Governors expect that before considering suspension or permanent exclusion for a pupil with SEND, the school will: review whether appropriate support and reasonable adjustments have been made; consider whether the behaviour is a direct manifestation of their SEND; ensure the SENCO has been consulted; consider whether an emergency review of the pupil's EHC plan is needed; and seek advice from external specialists where appropriate.

Staff Training

The Governors expect that staff are provided with regular training on managing behaviour, including training on: the needs of the pupils at the school; positive behaviour strategies; de-escalation strategies; how SEND, mental health needs and family life can impact behaviour; trauma-informed approaches; and the specific requirements of the behaviour policy, including criteria for suspension and exclusion.

Pastoral care for staff

The Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, 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.

Safeguarding

The Governors recognise that changes in behaviour may be an indicator that a child is in need of help or protection. The school will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm, and will follow the safeguarding policy and procedures where appropriate.

Updated May 2026

Ratified:

Chair of Governors signature.....Date.....