



Behaviour Principles

ALLEN EDWARDS PRIMARY SCHOOL

Governors' Written Statement of Behaviour Principles

Allen Edwards Primary School is a maintained school. Under section 88 of the Education and Inspections Act 2006, the Governing Body must make and keep under review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline. Before adopting this statement, the Governing Body will consult the Headteacher, staff, parents and carers, and pupils in a manner it considers appropriate. The statement will be published on the school website.

This statement provides principles rather than operational procedures. The Headteacher is responsible for determining and implementing the Behaviour Policy within these principles and the school's legal duties. The Governing Body expects the Behaviour Policy to remain consistent with the school's safeguarding arrangements, equality duties, SEND responsibilities, values and Rights Respecting ethos.

Legal and Guidance Framework

In setting these principles, the Governing Body has regard to current national and local requirements, including:

- Education and Inspections Act 2006, including sections 88 and 89
- Education Act 2002, including the duty to safeguard and promote pupils' welfare
- Equality Act 2010, including the Public Sector Equality Duty and the duty to make reasonable adjustments for disabled pupils
- Behaviour in Schools: advice for headteachers and school staff
- Behaviour and Discipline in Schools: guidance for governing bodies
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective 26 July 2026
- Keeping Children Safe in Education 2026, effective from 1 September 2026
- Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026
- Searching, Screening and Confiscation: advice for schools
- Mobile Phones in Schools statutory guidance, to be followed from 1 September 2026
- Working Together to Improve School Attendance statutory guidance
- Lambeth Council behaviour and social, emotional and mental health support arrangements, including the Primary Inclusion Panel and three-tier approach
- Lambeth Safeguarding Children Partnership guidance, including guidance on harmful sexual behaviour

Purpose and Ethos

The Governing Body believes that excellent behaviour is created through a calm, safe, supportive and inclusive culture in which relationships, routines, teaching, high expectations and appropriate support enable pupils to learn and flourish. Our principles reflect the school values of honesty, respect, tolerance, kindness and trust and our commitment to the United Nations Convention on the Rights of the Child.

The Governing Body supports the school's Reflect, Restore and Repair approach. Pupils should be helped to understand their behaviour, restore safety and readiness to learn, repair harm where appropriate and move forward positively. Restorative work must never replace safeguarding action or require an affected pupil to have unsafe or unwanted contact with another pupil.

Written Statement of Behaviour Principles

- Every pupil has the right to feel safe, valued and respected and to learn in a calm environment free from avoidable disruption, bullying, harassment, discrimination, violence and abuse.
- Every pupil should understand the school's expectations, routines, rewards and consequences. Expectations should be taught explicitly, modelled consistently and revisited when pupils need further support.
- Behaviour is everyone's responsibility. Staff and volunteers should model the school's values, maintain high professional standards and build respectful relationships with pupils and families.
- The school should recognise and celebrate positive behaviour, effort, responsibility, kindness, collaboration and contribution to the school community. Rewards should support intrinsic motivation and should not disadvantage pupils because of disability, medical needs or other protected characteristics.
- Responses to behaviour should be fair, proportionate, predictable and educational. They should take account of the seriousness and impact of the behaviour, the pupil's age and development, individual circumstances, safeguarding information, SEND, disability, communication needs and any reasonable adjustments.
- Equality does not always mean treating every pupil in exactly the same way. The school should make reasonable adjustments and provide additional support where necessary so that pupils can understand and meet expectations.
- Staff should remain curious about the reasons behind behaviour. Repeated dysregulation, disruptive behaviour or sudden changes in behaviour may indicate unmet SEND, communication, health, mental health, trauma, exploitation or safeguarding needs and should prompt appropriate assessment and support.
- Safeguarding must always take priority over behaviour management. Child-on-child abuse, harmful sexual behaviour, discriminatory abuse, significant violence and other safeguarding concerns must be referred to the Designated Safeguarding Lead and managed in line with the Child Protection and Safeguarding Policy.
- The school should maintain a culture in which sexism, racism, misogyny or misandry, homophobia, biphobia, sexual violence, sexual harassment, prejudice-based behaviour and other harmful conduct are challenged and never dismissed as banter or an inevitable part of growing up.
- Pupils should be listened to and given an age-appropriate and accessible opportunity to explain what happened. Their views should be considered when decisions affect them, while recognising that the school remains responsible for making safe and lawful decisions.
- The school should work in partnership with parents and carers. Families should be kept appropriately informed about significant incidents, patterns of concern, support and serious sanctions, subject to safeguarding and confidentiality requirements.
- The school may respond to behaviour outside the school premises, including online behaviour, where the law and national guidance permit this and where the behaviour affects safety, welfare, the orderly running of the school or the school community.
- The school may use searching, screening and confiscation powers lawfully and proportionately. The Behaviour Policy should identify banned items that may be searched for and should protect pupils' dignity, privacy, safeguarding needs and rights.
- Reasonable force or another restrictive intervention must never be used as a punishment. Any use must be lawful, necessary, proportionate and consistent with current national guidance and the school's Positive Physical Handling Policy, with particular attention to prevention, de-escalation, SEND, disability, trauma and safeguarding.
- The Behaviour Policy should support a mobile phone-free school day in accordance with statutory guidance from 1 September 2026, while allowing lawful reasonable adjustments and agreed exceptions for medical, disability, safeguarding or other exceptional needs.
- Suspension and permanent exclusion must be used only by the Headteacher, or a person formally acting as Headteacher, in accordance with current statutory guidance. Permanent exclusion should normally be a last resort, although an exceptionally serious one-off incident may meet the statutory test.

- The school must not use informal or unofficial exclusions. Pupils must not be sent home to cool off outside the statutory suspension process.
- Where a pupil is at risk of repeated suspension or permanent exclusion, the school should consider additional assessment, SEND support, Family Help or early help, pastoral intervention, multi-agency involvement and Lambeth inclusion support. Lambeth's Primary Inclusion Panel and three-tier support should be considered where the criteria are met.
- Off-site direction, alternative provision and managed moves must be lawful, suitable, reviewed and used in the pupil's best interests. They must not be used to avoid the statutory safeguards associated with suspension or permanent exclusion.
- Staff who are the subject of an allegation or complaint should receive appropriate pastoral support. Safeguarding allegations and low-level concerns must be handled under the relevant safeguarding procedures before any behaviour response is considered in relation to a pupil who made the allegation.
- A pupil must not be sanctioned merely because an allegation against an adult is unsubstantiated, unfounded or withdrawn. A behaviour response should be considered only where an allegation is found to have been deliberately malicious, after safeguarding procedures and any necessary consultation with the DSL or LADO.
- Pupils should be supported to take responsibility for their actions and, where safe and appropriate, to reflect, restore and repair harm. Repair should be meaningful, proportionate and connected to the incident and must not involve humiliation or forced contact.
- The school environment should promote positive behaviour through clear routines, well-organised and accessible spaces, respectful use of property and resources, safe movement and shared responsibility for the school community.
- Behaviour information should be recorded accurately and reviewed for patterns. Leaders and governors should consider whether patterns indicate safeguarding, equality, SEND, attendance, curriculum, staffing or environmental issues requiring action.
- The Behaviour Policy should be communicated clearly to pupils, staff and families, applied consistently and reviewed regularly so that it remains lawful, effective and responsive to the needs of the school community.

Guidance to the Headteacher

In accordance with statutory guidance, the Governing Body expects the Behaviour Policy to set out clear, lawful and accessible arrangements for:

- school rules, routines, expected behaviour, rewards and consequences
- preventing and responding to bullying, discrimination, child-on-child abuse and harmful sexual behaviour
- searching pupils, screening where applicable and confiscating prohibited or school-banned items
- the lawful and proportionate use of reasonable force and restrictive interventions
- behaviour beyond the school gate, including online behaviour
- mobile phones and smart technology
- supporting pupils with SEND, disabilities, communication needs, health needs and other vulnerabilities
- identifying when persistent behaviour should lead to pastoral, SEND, safeguarding, Family Help, multi-agency or Lambeth inclusion support
- internal suspension, statutory suspension, permanent exclusion, off-site direction, alternative provision and managed moves
- pastoral support for staff who are accused of misconduct and the safeguarding procedures that apply to allegations
- recording, monitoring and reviewing behaviour incidents, including prejudice-related incidents and patterns of concern

Alignment with the Allen Edwards Behaviour Policy

These principles are intended to guide, and be read alongside, the Allen Edwards Behaviour Policy. In particular, they endorse the Behaviour Policy's values-led and Rights Respecting ethos, explicit teaching of Green and Red Choices, trauma-informed practice, reasonable adjustments, Reflect, Restore and Repair sequence, proportionate consequences, safeguarding priority, CPOMS recording arrangements, mobile phone-free expectations and support for pupils with additional needs.

Where this statement and an operational policy appear to conflict, the Governing Body expects the Headteacher to apply the current law and statutory guidance and to bring any required policy amendment to governors promptly.

Related School Policies

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy and SEND Information Report
- Equality Information and Objectives
- Online Safety and Mobile Phone Policy
- Positive Physical Handling Policy
- Suspension and Permanent Exclusion Policy
- Attendance Policy
- Staff Code of Conduct
- Low-Level Concerns Policy
- Complaints Policy