Statement of Behaviour Principles
Written by Governors as required for all maintained schools

The Department for Education DFE guidance (Behaviour in Schools, Sept.2022) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This statement will be reviewed annually by the Full Governing Board. Practical applications of these principles are the responsibility of the Head teacher.

The Governors at Slimbridge Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress and thrive in all aspects of their school and wider life.

At Slimbridge 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 purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

•All children, staff and visitors at the school always have the right to feel safe, valued and respected.

•Slimbridge Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children are set out in the Behaviour and Safeguarding policies.

•Every child has the right to learn, but no child has the right to disrupt the learning of others.

•Bullying or intimidation of any description is unacceptable and will not be tolerated. We will communicate expectations of behaviour clearly.

•It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.

•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.

•The school has a restorative approach, which supports children to reflect on their own behaviour, what triggered the incident, how to put things right, and planning how to stop similar behaviours from happening again.

•Where there are significant concerns over a pupil's behaviour staff will share the strategies we use with parents, working on an active partnership to promote good behaviour.

•Sanctions for unacceptable and poor behaviour should be known and understood by all staff and pupils and consistently applied.

•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 SEND, disability and the needs of vulnerable children, and offering support as necessary.

•The Governors strongly believe that exclusions, particularly those that are permanent, must only be used as the very last resort.

•The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school may ban them from the school premises.

•The Governors expect the Headteacher to include guidance on the use of reasonable force within the Behaviour Policy. 'De-escalation' is the primary method of managing children whose behaviour is presenting as challenging, and reasonable force may be used by members of staff if deemed necessary for the safety of the child and others.

This statement has been adopted by the Governing Board as a whole, following consultation with the Head teacher, parents, staff, and pupils.

December 2025