

# Ashford CE Primary School



## Governors Written Statement of Behaviour Principles

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**Approved by FGB: 11 June 2026**

Signed: L Bowman

Chair of Governors

# Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour and discipline in schools January 2016) 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 is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole and is informed by our vision and ethos.

## Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

*Philippians 4v13*

## Our Ethos

At the heart of our school is our Christian Vision and a set of core Christian Values. These underpin our whole ethos, curriculum and school life and aim to ensure our pupils leave Ashford CE Primary School as happy, secure, caring and responsible citizens. The vision and values we promote are important within the school community and will be important throughout life. In all that we do we strive to share, encourage and demonstrate positive Christian values with our children; in order that they understand them and strive to live by them.

Our school rules are for the whole school community and embrace our values, these are visibly displayed around the school and set out in the Positive Behaviour Management Policy:

- 1. We respect each other.
- 2. We always try our hardest.
- 3. We have high aspirations.

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our pupils and whole school community feel safe, nurtured and respected.

The Governors at Ashford Church of England Primary School aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by pursuing an inclusive policy towards our pupils which celebrates diversity, understands the importance of common identity and reflects our Christian values.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Positive Behaviour Management 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.

## **Behaviours Principles**

We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

We have high expectations of everyone, and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability or other protected characteristic. The Positive Behaviour Management Policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying. The welfare and safeguarding of children is paramount.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.

When children do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. We follow the principles of restorative practice which emphasize the importance of human connection and communication to build positive relationships.

On occasions, sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.

The Governors expect the Headteacher to use their discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.

Those children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive support according to their need including, where appropriate, advice from external support services. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing body support the school's authority to consider suspensions, particularly those that are permanent exclusions, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff. Staff will be trained to carry out restrictive practices in line with guidance and Positive Behaviour Policy.

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 does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. In line with current guidance, the Governors expect the Headteacher to include guidance on the use of reasonable force, within the Positive Behaviour Management Policy.

We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example: appropriate contact, behaviour, anti-bullying and suspensions/exclusions) applies to all pupils when in school, when travelling to and from school, online activity outside of school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non- residential).