

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness John 10:10

Governor Statement of Behaviour Principles

The *Governor Statement of Behaviour Principles* was reviewed during the Autumn Term 2026

DATE AGREED BY FULL GOVERNING BODY:	07 Oct 2026
REVIEW DATE:	September 2027
REVIEW CYCLE:	Annual
TO BE PUBLISHED ON WEBSITE (YES/NO)	YES

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Governor Statement of Behaviour Principles

As a Church of England school, we acknowledge that each child is created in the image of God and is therefore unique and precious. The Christian faith provides the basis from which we learn how to treat each other and be a community.

Our *Governor Statement of Behaviour Principles* and our *Behaviour for Life and Learning Policy* is underpinned by these core truths. As a result, the school uses a 'Restorative Justice' approach, complimented by a whole school understanding of trauma and attachment.

Stratford-sub-Castle Church of England School is an inclusive school. We are committed to promoting our school core values of...

PEACE 😊😊 LOVE 😊😊 JOY 😊😊

We are committed to improving outcomes for all our children and to promoting positive relationships across the whole school community. The school does not separate 'behavioural' or 'mental health' issues; they are regarded as being interlinked. Off-rolling is categorically not part of the school ethos or culture.

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. All should be aware that bullying or harassment of any description is unacceptable, even if it occurs outside normal school hours.

This Governing Body supports the Headteacher in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. Governors recognise that suspension and permanent exclusion are sometimes a necessary part of a functioning system. It is accepted, that despite all best efforts, not all pupil behaviour can be amended or remedied by pastoral processes, or consequences employed within the school.

Governors recognise that on occasions the use of 'exclusions' is necessary and are committed to ensuring the statutory processes are followed. Governors use the definitions published by the DfE (September 2022). The term 'suspend' in statutory guidance refers to what is described in the legislation as an exclusion for a fixed period. 'Exclusion' remains the umbrella term for both 'suspension' and 'permanent exclusion' and is used in this policy when referring to both.

High standards of behaviour

The Governors strongly believe that:

- high standards of behaviour lie at the heart of a successful school
- good teaching and learning promote good behaviour and good behaviour promotes effective learning
- children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

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 successful citizens.

Governors expect the headteacher to take responsibility for implementing measures to secure acceptable standards of behaviour and to ensure the school's approach to behaviour meets the national minimum expectation.

The national minimum expectations for behaviour are as follows:

1. the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
2. school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
3. measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
4. pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
5. all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.

Governors evaluate whether these minimum standards are being met, each time they visit to the school. Concerns should be reported to the headteacher immediately.

Inclusivity and Equality

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination are consistently applied and monitored for their effectiveness.

At Stratford-sub-castle Primary School, we believe: -

'Restrictive interventions can make problems worse and cause a cycle of trauma, challenging behaviour and psychological harm. A trauma-informed approach minimises the trauma-causing potential of the school environment by using less emotionally harmful alternatives to restrictive interventions.'

We create a positive ethos by providing our pupils with a direct experience of reliable attachment. This trauma-informed approach has wider benefits to all children and staff. It helps to prevent challenging behaviour by creating a safe environment where children are helped to manage their emotions and are taught about their mental health.

The school's legal duties in order to comply with the Equality Act 2010, described in the School's Single Equality Policy are further reinforced through the 'Behaviour for Life and Learning' and 'Anti-Bullying' policies. We recognise some pupils may need additional support to meet behaviour expectations and our duty to safeguard vulnerable pupils.

Early Help

Where the school has serious concerns about a pupil's behaviour, governors expect staff to consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required

All staff should be prepared to identify pupils who may benefit from early help. This means providing support as soon as a problem emerges at any point in a pupil's life.

Rights and Responsibilities

The Governors expect rules to be simple and kept to a minimum. The Governors believe in consistent systems differentiated by age, in taking responsibility for our actions, in choice and consequences.

We expect all staff to support rules and codes and ensure consistent application and expectations across the school day.

Recognition and Acknowledgement

Our belief is that 'the behaviour that gains the most attention is what we get the most of,' therefore, we actively promote and encourage positive behaviour in the classroom and elsewhere in the school. The Governors expect all recognition systems to be consistently applied and where possible measurable. They 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; including extended provision. It is important that sanctions are monitored for their proper use, consistency and effective impact. Sanctions implemented by school staff must be in the school's '*Behaviour for Life and Learning Policy*'.

Suspensions and exclusions

The governors recognise that only a head teacher can exclude a pupil, and this must be on disciplinary grounds. Any decision to exclude should be made rationally and must be:

- 1. Lawful (with respect to the legislation relating to exclusions and to a school's wider legal duties)**
- 2. Reasonable**
- 3. Fair**
- 4. Proportionate**

The Head teacher should take time to consider the evidence and to seek advice from any relevant professionals before making a decision to exclude. The decision to exclude should not be made solely on the basis on adults' witness statements. This will be particularly true if an adult witnessed or experienced verbal or physical abuse and may still have been in a heightened emotional state when asked to complete a witness statement. In such cases, the head teacher can and should defer any decision about permanent exclusion as the consequence of disruptive or unsafe pupil behaviour until all the evidence is collated and reviewed. This may take several hours.

1. Lawful

Schools must apply their behaviour policies in a consistent, rigorous, and non-discriminatory way with due regard to the Equality Act 2010. This Act has provision that allows schools to take positive action to deal with disadvantages affecting a specific group, where this can be shown to be a proportionate way of dealing with such issues.

It is unlawful to exclude a pupil

- because they have SEN or a disability that the school feels it is unable to meet, or
- for academic attainment/ability; or
- for the failure to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

Should an exclusion take place the headteacher and Governing Body **use and adhere to the document '*School suspensions and permanent exclusions guidance*' produced by The Targeted Education Service/**

Behaviour Support Wiltshire Council (September 2024) and to use the forms and letters set out in it. See Appendix 1 of this protocol for Actions Flowchart for Headteacher and Appendix 2 for Governors review Flowchart.

Suspension: A pupil may be suspended for one or more fixed periods up to a maximum of forty-five school days in a single academic year. This includes suspensions received from previous or other schools. A suspension does not have to be for a continuous period.

Exclusion: A decision to exclude a pupil should be taken as a last resort and only:

- in response to serious or persistent breaches of the school's behaviour policy and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

2. Reasonable

The decision to exclude must be based on expectations or demands within the realms of what is possible and achievable for that pupil.

Preventative measures and alternatives to exclusion should always be attempted. School support should always follow tiered approach starting with:

- a) Quality First Teaching (QFT),
- b) OPAL - Ordinarily available Provision for All Learners and in class intervention following a Plan Do Review approach then
- c) external support, where all in-school options have been implemented and reviewed.

The Head teachers must consider their statutory duties regarding the SEND Code of Practice when administering the exclusion process. For any pupil with SEND, but without an EHCP, the school should review to determine, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for the school to request an EHC assessment or a review of the pupil's current package of support. Pastoral support provision must also be implemented and reviewed as part of this process.

3. Fair

The Head teacher must consider any extenuating circumstances that might mitigate the seriousness of a pupil's behaviour as well as any differences in response to any other pupil in the same or similar situation. The Head teacher should take account of contributing factors, identified after an incident of poor behaviour has occurred e.g., where it becomes apparent that a pupil has:

- suffered bereavement
- experienced abuse or neglect
- mental health needs
- been subject to bullying
- needs including SEND (including any not previously identified)
- been subject to criminal exploitation
- or is experiencing significant challenges at home

For many families, some of these factors will have been the result of or will have been exacerbated by the restrictions and hardship caused by COVID-19 pandemic. Consequently, the impact of Covid-19 is an extenuating circumstance, which should be considered, when evaluating the behaviour of any pupil.

4. Proportionate

Any consequence of disruptive and/or unsafe behaviour should be logical and in proportion to the behaviour. The Head teacher must consider whether either suspension or permanent exclusion from school is the proportionate response as part of their deliberations about a pupil's behaviour in each individual case.

If so, the length of any suspension must also be proportionate to the behaviour. In making a decision about exclusion, the head teacher should consider the seriousness and impact of the pupil's behaviour alongside the following:

- a) Ofsted inspection evidence has suggested that 1–3 days are often long enough to secure any benefits of suspension without adverse educational consequences.
- b) Exclusion can increase children and young people's already high levels of shame and fear which in turn can lead to more disruptive behaviour.
- c) Longer and repeated suspension is associated with lower academic attainment and with increased mental health difficulties.

The Use of Reasonable Force (Positive Intervention Policy)

The Governors expect staff to follow the Positive Intervention Policy, which clearly outlines the circumstances where staff may use reasonable force and other physical contact. Staff at Stratford-sub-Castle School must accept that physical intervention is used as a last resort when the action is in self-defence; where there is a developing risk of injury; significant damage to property, or where a pupil is behaving in a way that is compromising good order and discipline. Other strategies and techniques will be used before the application of physical intervention.

Staff can search a learner for any banned item, or any item believed to be stolen if the learner agrees and this has to be undertaken by senior staff (Headteacher or Deputy headteacher) and by at least two staff members; at least one of the same gender as the learner. However, the headteacher and staff authorised by them can search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a **dangerous/ unlawful** item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other learners talking about the item, or they might notice a learner behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that learner's expectation of privacy increases as they get older.

The Governors expect that 'authorised' staff are appropriately trained in the use of positive handling and that all staff are given advice on de-escalation and behaviour management techniques. Restraint is not to be used in our school.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified, an individual pupil may have a 'Behaviour Management Plan'.

The Power to Discipline for Behaviour outside the School Gates

The Governors expect staff to respond to non-criminal poor behaviour and bullying which occurs anywhere off the school premises, including online, and which is witnessed by a member of staff or reported to the school. This includes the school's response to any unacceptable behaviour when a pupil is taking part in any school-organised or school-related activity, wearing school uniform or identifiable as a pupil at the school. Even if the conditions above do not apply, the Headteacher and staff must take account of misbehaviour at any time, which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Pastoral Care for School 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 expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations and Concerns against adults in education settings' guidance when

setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Review and Evaluation

Governor's check that the minimum standards for behaviour and attitudes are being met, each time they visit to the school.

The Governors challenge and evaluate the school's data in order to find out what the school's data tells them about the school. Governors consider:

- the level of pupil moves and the characteristics of pupils who are moving on when reviewing any exclusions to ensure the sanction is only used, when necessary, as a last resort
- suspensions and permanent exclusions, those taken off roll and those on roll but attending education off-site to establish whether there are any patterns to the reasons or timing of moves
- whether the placements of pupils directed off-site into AP are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- the effectiveness and consistency in implementing the school's behaviour policy.
- the school attendance and absence codes.
- the instances where pupils receive repeat suspensions
- the interventions in place to support pupils at risk of suspension or permanent exclusion.
- the timing of moves and permanent exclusion, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- understanding the characteristics of excluded pupils, and why this is taking place

The headteacher provides information regarding *behaviour and attitudes* in the Headteachers report to Governors at each Full Governing Body Meeting.

Appendix 1

Wiltshire Council - Exclusion from school

'Only a headteacher can exclude a pupil and this must be on disciplinary grounds.

Any decision to exclude should be made rationally and must be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties), reasonable, fair, and proportionate.' (DfE).

The headteacher must, without delay notify parents, the Exclusions Officer at Wiltshire Council and the child's social worker/Virtual School Headteacher (as appropriate) of;

- the duration, start and end dates of a suspension or, the fact that the exclusion is permanent;
- the reasons for the exclusion;
- parents' right to make representations to the governing body and how the pupil may be included in this;
- how any representations should be made to governors, depending on the length of the exclusion.

Secondary schools within the Service Level Agreement (SLA) with Wiltshire Council must follow the terms of that agreement .

Is the exclusion permanent?

Yes

School actions:

- The council must be notified on the same day as the exclusion decision using the Wiltshire exclusion Excel form available to download from [Right Choice](#) and returned via Perspective Lite with an 'Exclusions' tag.
- If the pupil lives outside Wiltshire, the headteacher must also notify the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.
- The governing board must convene a meeting to consider reinstatement within 15 days of receiving notice of the exclusion.
- The DSL should liaise with Support and Safeguarding Service (SASS) to discuss any pre-existing safeguarding issues or emerging child protection concerns are reported (MASH) and information provided to plan support as appropriate.
- The headteacher will take reasonable steps to set and mark work for the pupil that is accessible and achievable by the pupil outside school for the days between the exclusion and the start of alternative provision (maximum 5 days).

Wiltshire Council actions

The Strategic Lead for Alternative Provision will liaise with:

- The headteacher and parents/carers to gather information on which to plan and source the most effective provision for the pupil
- Alternative Providers to ensure full-time education is provided no later than day six of the exclusion.
- Teams within Wiltshire Council to ensure any additional needs of the pupil are met

No

School actions:

- The council should be notified without delay of any suspension using the Wiltshire exclusion Excel form available to download from [Right Choice](#) and returned via Perspective Lite with an 'Exclusions' tag.
- The headteacher must notify their governing body without delay of any suspension which would result in the pupil:
 - being suspended for a total of more than five school days (or more than ten lunchtimes) in a term; and
 - missing a public examination or national curriculum test.
- The DSL will liaise with Support and Safeguarding Service (SASS) to ensure any pre-existing safeguarding issues or emerging child protection concerns are reported (MASH) and support provided as appropriate.
- If suspensions amount to more than 15 days in one term the governing board must convene a meeting to consider reinstatement.
- The headteacher will ensure full-time education is provided no later than day six of a suspension and will take reasonable steps to set and mark work for the pupil that is accessible and achievable by the pupil outside school for the days between the suspension and the start of alternative provision (maximum 5 days).

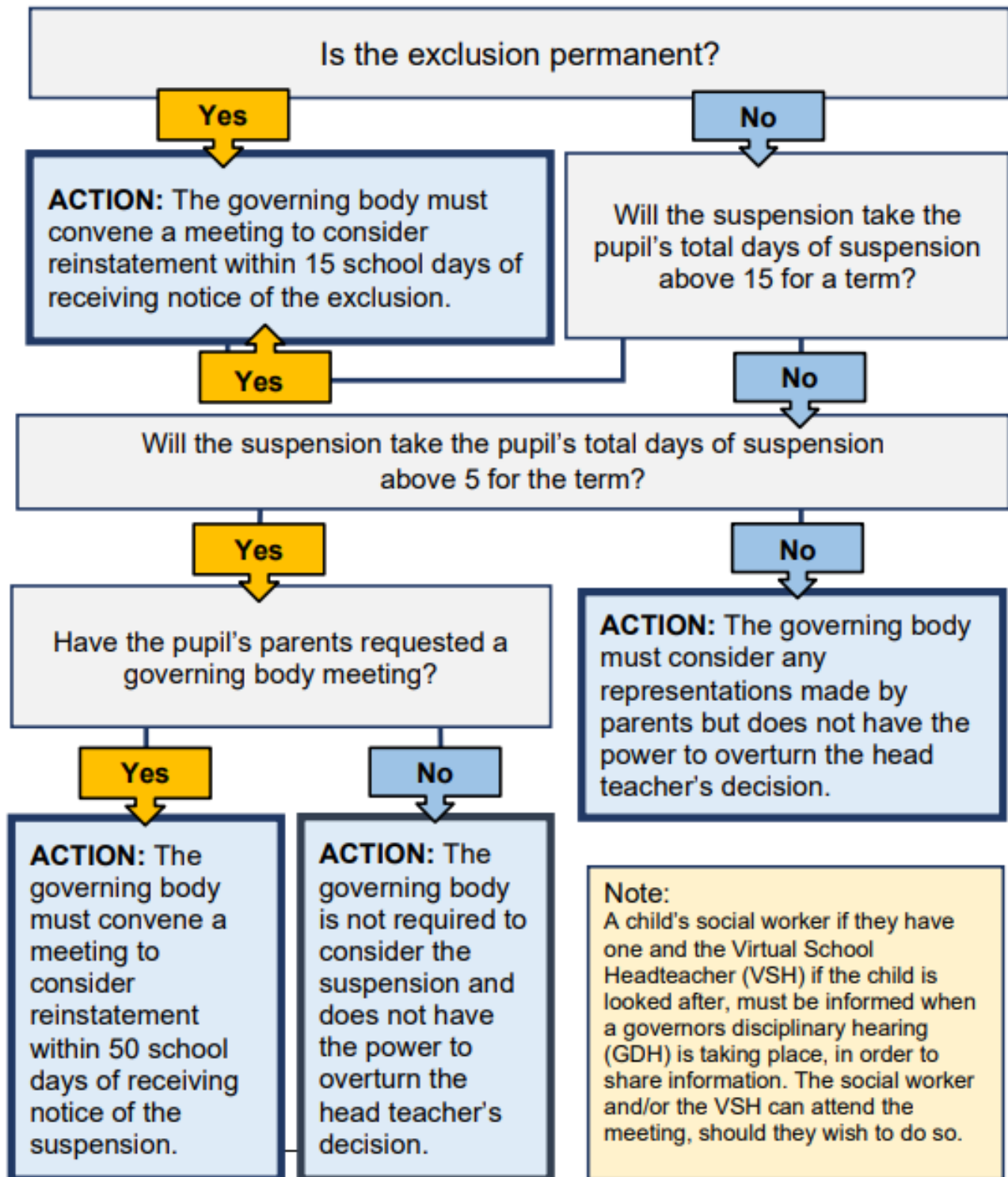
Wiltshire Council actions

The Behaviour Support Service will provide advice guidance and information to primary headteachers about provision during a suspension and interventions to prevent further suspensions

Secondary headteachers can seek advice from pupilbehaviour@wiltshire.gov.uk

Appendix 2

Governors' review of exclusions⁴



⁴ The governing board must convene a meeting to consider reinstatement within 15 days of receiving notice of an exclusion which will result in the pupil missing a public exam or national curriculum test. The governing board must take reasonable steps to meet before the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.

Appendix 3

All decisions to exclude are serious and only taken as a last resort. This is where the breach of the school's '*Behaviour for Life and Learning Policy*' is judged by the Headteacher to be significant or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The following are examples of behaviour, which may lead to a suspension:

- failure to comply with a reasonable request from a senior member of staff
- breaches of health & safety rules
- verbal abuse of staff, other adults or pupils
- possession of drugs and/or alcohol related offences
- wilful damage to property
- persistent/extreme homophobic, biphobic, transphobic (HBT) or racist bullying
- persistent expression of intolerant or extremist views
- child on child abuse
- bullying
- sexual misconduct
- theft
- making a false allegation against a member of staff;
- persistent defiance or disruption
- serious assaults or fighting
- other serious breaches of school rules
- any actions on or off site that bring the school into disrepute.

The following are examples of behaviour, which may lead to an exclusion:

- threatening or actual physical assault against another pupil or adult
- bringing weapons into school e.g. knife, air gun, BB gun etc.
- bringing drugs or alcohol into school, or consuming/ supplying them during the school day
- sexual abuse, harassment or assault
- potentially placing members of the public in significant danger or at risk of significant harm
- making comments (including on social media) or displaying actions that bring the Academy or partners into disrepute
- persistent disruption and defiance
- persistent bullying, which could include extreme homophobic, transphobic (HBT) or racist bullying
- homophobic or racist bullying
- child on child abuse
- malicious use of the fire alarm
- any actions of a serious nature that bring the school into disrepute