



# Governors Written Statement of Behaviour Principles





Section 88 of the Education and Inspections Act 2006 requires maintained school governing bodies to make a written statement of general principles to which the Headteacher is to have regard in determining the behaviour policy.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles, which governors would expect to be followed.

The statement can be found on the school's web site and can also be requested through the school office.

This statement will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

## Change Log

Version	Comment	Change Date
2.0	Revised Autumn 2025	September 2026



## Mission Statement

Our school mission statement is 'Be the best you can' and we enable this by providing a strong curriculum and teaching as well as a range of activities and opportunities both during the school day and at afterschool clubs.

Our mission statement is underpinned by our school ethos which encapsulates 7 key focus areas:

S	I	<p><b>INCLUSIVE</b> We are a friendly and supportive school that welcomes and celebrates the diverse population of London</p>
S	N	<p><b>NURTURING</b> Our nurturing environment helps all pupils develop their individual talents and abilities, and enjoy their time in school</p>
* E	S	<p><b>SUCCESS</b> We want our children and our staff to seek success and achieve their goals, both in and out of school</p>
* E	P	<p><b>PERSEVERANCE</b> Perseverance is an important key to achieving a goal, and it empowers our children to take pride in their work and accomplishments</p>
* L	I	<p><b>INSTIL</b> Our staff are learners themselves; their outstanding teaching and our creative curriculum instils a lifelong love of learning</p>
* L	R	<p><b>RESPECT</b> Respect for each other and ourselves underpins our school community, as shown by our actions and choices</p>
* L	E	<p><b>ENCOURAGE</b> Joseph Hood works hard to encourage all children and staff to feel happy, enjoy school and <b>BE THE BEST YOU CAN!</b></p>



## Principles

We, the Governing Body of Joseph Hood Primary School, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment and that the principles underlying these values are supported by a robust Behaviour Policy.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour 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 policy should 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. It is recognised however, that on occasions sanctions are necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. When children do not meet our 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. There will be times when children do not fulfil our expectations. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.

Some children, for example those 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 behavioural support according to their need. 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 school will always be responsive to the needs of children and will make its expectations of behaviour clear to staff and children. However, given the importance of the safety of children, the Governing Body support the school's authority to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, 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.



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 exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of UCPS off-site.

Given the principles above, the Governing Body therefore expects the Behaviour Policy to include:

- What the school does to promote the behaviour expected
- A statement of what is expected from children
- Providing a clear statement on what constitutes poor behaviour
- Highlighting where children have the opportunity to gain awards or merits
- Detailing the mechanisms and tools in place to promote good behaviour
- Identifying the policy around discipline and where consistent poor behaviour has been observed
- Providing a detailed account of the process for consistent misbehaviour including the process for exclusion

## References

*Behaviour in schools: advice for headteachers and school staff (DfE 2013, updated 2024)*

*Behaviour and discipline in schools: guidance for governing bodies – (DfE 2012, updated 2024)*

*Keeping children safe in education (KCSIE) (latest version: September 2025) ( Part 4- Dealing with allegations)*