Lady Joanna Thornhill (Endowed) Primary School

Written statement of behaviour principles

Learning for the Head, Heart and Hand

Last updated: October 2026

Rationale and purpose

- The Education and Inspectors Act (2006) and DfE guidance *Behaviour and Discipline in schools (2016)* require 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 is made in accordance with Governor responsibility under the Equality Act 2010 and the Public Sector Equality Duty.

In applying the principles in this statement the Headteacher should have regard to the following government guidance and legislation:

- Keeping children safe in education
- Behaviour in schools: advice for headteachers and school staff
- Use of reasonable force in schools

This is a statement of principles, not practice which can be found in more detail in the Behaviour Policy. Practical applications of these principles are the responsibility of the Headteacher. The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children and be available on the school website. This statement should inform other relevant policies and practice.

Overall Principles

Adults in school should model, maintain, encourage and promote positive behaviour. In consideration of children's behaviour, adults should hold that children are still growing, learning and developing. Behaviour should be taught; it should not be assumed that children know what constitutes good or poor behaviour.

Children should be encouraged to reflect, repair and restore relationships and behaviour should be separated from the child. Behaviour should be viewed as communication, and outcomes should aim to restore relationships and adapt behaviours.

The School should develop positive relationships with parents and carers in order to encourage the development of positive behaviours. Advice should be sought from external agencies as appropriate and where necessary.

Lady Joanna Thornhill (Endowed) Primary School is a UNICEF Rights Respecting School. The principles set out in this statement reflect our commitment to the United Nations Convention on the Rights of the Child (UNCRC). In implementing these principles, the Headteacher is asked to bear in mind in particular the following Articles of the UNCRC:

Article 3 – Adults must do what's best for me.
Article 36 – I have the right to be kept safe from things that could harm my development.

The Governors of Lady Joanna Thornhill believe that the school values, along with the simple three school rules lie at the heart of a successful school, enabling all children to make the best possible progress in all aspects of school life. This further supports staff to teach and promote good learning without interruption. We aim for our pupils to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy.

1. School values

At the heart of our school are our values: Collaboration, Curiosity, Compassion and Resilience. These values underpin the school's work and should be a feature of every aspect of the school's work, including the Behaviour Policy.

2. School rules

Lady Joanna's three school rules embrace our values and permeate our vision. They are:

- Aim high
- Stay safe
- Be respectful

Aim high - We strive for all of our pupils to aim high in their curriculum designed for the Head, Heart and Hand. We recognise there is no limit or ceiling to any child's potential and we will support them in their behaviours and attitudes to learning in order to achieve this.

Stay safe - We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote safe behaviours.

Be respectful - We understand that pupil happiness and effective learning requires the presence of positive, respectful relationships. All relationships must be built on mutual respect, trust and inclusivity. Our school community should be free from any form of discrimination. We respect our school environment, but also issues that impact locally, nationally and globally.

3. Inclusivity

Lady Joanna Thornhill prides itself on being an inclusive school. In line with the Equality Act 2010, all members of our school community should be free from discrimination of any sort. In line with this the

school must have an anti-bullying policy that is known and understood by all, consistently applied and monitored for its effectiveness.

The Behaviour Policy should also set out what happens for pupils who may have a Special Educational Need and pupils who require something bespoke in the form of a personalised Behaviour Plan.

4. *Rewards*

Governors would like to see intrinsic motivation promoted and developed across the school. Extrinsic rewards should support the three school rules and underpinning values.

5. *Sanctions*

There should always be sanctions for violent behaviour towards adults and children.

The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied.

Exclusions, particularly those that are permanent, are a last resort. The Headteacher should ensure that due and careful process is followed when making any suspensions, or exclusions. Exclusions should only be made as a last resort for the most serious offences.

The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. If illegal drugs are discovered during a search, cyber-bullying; criminal harassment.

Sanctions should be monitored by the Headteacher or Behaviour Lead for their proper use and effective impact.

6. *Power to use reasonable force or make physical contact*

From time-to-time situations may arise where reasonable force and other reasonable interventions may be used as outlined in the DfE document *Use of Reasonable Force* (DfE, 2013).

A definition in the Behaviour policy should be included, outlining the situations where reasonable force and other reasonable interventions may be used e.g. removing disruptive pupils from classrooms, or preventing them from leaving school site and how and when pupils may be restrained.

Governors would expect key members of appropriate staff to have received training in the use of de-escalation techniques, reasonable force and restraint.

7. *The Power to discipline outside the school gates*

Disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any school-organised or school-related activity.

8. Searching, screening and confiscation at school

The reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied.

It should also be made clear that parents do not have to be informed prior to a search.

Governors would expect members of authorised staff to do this in the presence of a senior leader, or another staff member if appropriate, and a DSL should be informed immediately if this has taken place.

9. Pastoral care for school staff

Where a member of staff has been accused of misconduct, pending an investigation, they should not be automatically suspended. The Headteacher should have regard to the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

10. Addendums to the Behaviour Policy

From time-to-time there may be the need to complete an addendum to the Behaviour Policy e.g., during school closure, partial school closure or during remote learning sessions. Governors will approve addendums and these will also be available on the school website in writing when appropriate.

11. Contact

If you would like to discuss anything in this Statement, please contact us at chair@ladyj.kent.sch.uk