



Southfields Primary School

Governor Statement of Behaviour Principles

Date agreed: 7th October 2025

Review Date: September 2026

This statement, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the statement will also be available in:

- The Staffroom
- The Headteacher's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

Governors' Statement of Behaviour Principles

1. Introduction

Under Section 88 of the Education and Inspections Act 2006 the Governing Body of Southfields Primary School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy.

This document is that written Statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education most recent edition.

This Statement of Behaviour Principles has been prepared by the Governing Body following consultation with the Headteacher, school staff, parents and pupils in order to ensure that the principles are both relevant and appropriate for the standard of behaviour expected. It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

2. Principles

- **A commitment to a positive and respectful culture within our school or setting**
It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.
- **Behaviour is a form of communication**
Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.
- **Not all behaviours are a choice**
Children and Young People with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome or a biological reaction to overwhelming feelings.
- **Behaviours can change and improvement can be secured**
Expectations of pupil's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured.
- **Clear boundaries are paired with an individualised graduated response where needed**
A nurturing and structured environment are used to keep our pupils safe. A clear well-communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a pupils needs including educational, mental health and other needs or vulnerabilities.
- **Children may develop academically and emotionally at different rates**
It is accepted that there may be a difference between a child's chronological age, their academic achievement and their emotional literacy. Children achieving well academically may well still require differentiated planning.
- **Children and young people are supported to develop internal discipline/self-regulation and resilience**

A variety of feedback, rewards or consequence systems are used to develop our pupil's as resilient independent learners with positive emotional wellbeing and behaviour.

- **A commitment to equality and equity**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children and young people may need additional support to increase positive emotional wellbeing and support behaviour.

- **A commitment to exclusion reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health and protected characteristics such as disability or race.

- **Engagement of families, outside agencies and the wider community is sought when planning support for pupils**

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for our pupils. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective and their insights are of value in informing planning and decision-making.