

Behaviour Principles Statement



TRANMERE PARK PRIMARY SCHOOL

Written Statement of Behaviour Principles

Approved by the Governing Body March 2026, review due March 2027

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors of Tranmere Park Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. They believe that:

- every child has the right to learn and that no child has the right to disrupt the learning of others
- all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions

At Tranmere Park Primary School, we value everyone as an individual and our school ethos of 'Be yourself, Be your best, Be Team Tranmere' steers all we do. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this document is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016. This should include consideration of the ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents/carers and other agencies
9. Managing pupil transitions
10. Organisation and facilities

Principles:

- All children, parents, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2022 in relation to safeguarding and promoting the welfare of children.
- Tranmere Park Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort with particular attention paid to the protected characteristics defined by the Equalities Act. Measures to protect children should be set out in the Behaviour and Equalities policies, reflecting the duties of the Equality Act 2020.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff, pupils and parents, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the needs of the individual student and the Headteacher is expected to exercise discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability, the needs of vulnerable children and the age of pupils.
- We believe children should be given opportunities and openly encouraged to support one another in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- Governors appreciate that in exceptional circumstances, the needs of a pupil may be best met in an alternative provision or specialist inclusive learning centre and that the pupil may then be removed from the school roll. Where this is the case, governors would seek assurances that:
 - the school had taken every appropriate action to address the pupils' needs before considering alternative provision
 - consideration of alternative provision is made in consultation with the parents/carers and the child
 - consideration of moving a child to alternative provision is done on a case by case basis and always in the best interests of the child and not to avoid their results being counted in performance measures
 - the provision that the pupil will be moved to is of good quality and is well resourced to meet the needs of the pupil academically, socially, emotionally and vocationally
 - the school has systems in place to provide follow up for the pupil
 - the school will have a clear plan around the purpose of provision and how it meets needs
 - the school reviews each case with a view to determining if the pupil can be reintegrated into the school

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards school staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises, and, if the parent continues to cause disturbance, they may be liable to prosecution.
