



Governing Body - Statement of Behaviour Principles	
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Policy based on:	n/a
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## Introduction

- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
- Section 88(2) of the EIA requires the governing body to make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils

## Statement of behaviour principles

1. Our behaviour principles stem from the following values which are the cornerstones of our community:
  - **Achievement:** Achievement is for all. We challenge everyone to be their best.
  - **Ambition:** We are driven and seek enriching experiences to build confidence and thrive.
  - **Community:** We are inclusive. We collaborate, contribute and belong.
  - **Resilience:** We are brave and adaptable, embracing the challenges ahead.
  - **Respect:** We act with integrity, showing empathy and kindness.
2. Our behaviour principles also stem from our vision:  
*At Imberhorne we **strive** to be a **supportive** community that empowers everyone to be **successful**, open-minded and fulfilled.*

3. The Introduction to the DfE's Behaviour in Schools (February 2024) starts with the following: "Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally". We fully endorse this.
4. To achieve good behaviour, the school should have a clear, well understood, Behaviour for Learning Policy supplemented, where necessary, by rules.
5. We accept that the imposition of behaviour rules in school inevitably constrains the freedom of individuals in the interest of the majority. We regard providing "calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive" to be well worth such constraints.
6. We expect all adults in school (staff, governors, parents or visitors) to act as good role models. That means that their personal behaviour should not infringe any rules, but that they should also play their full part in implementing and enforcing school rules in a fair and even-handed manner.
7. All members of staff should be familiar with the Behaviour for Learning Policy and associated school rules and implement them consistently. All staff are expected to tackle poor and anti-social behaviour whenever they see it and should support other staff in doing so, regardless of their official role.
8. Students should be made clearly and repeatedly aware of the school rules that affect them and for there to be clear, reasonable and predictable consequences if they choose not to comply, the principles of which should be laid out in the school's Behaviour Policy.
9. Students should be expected to comply with any reasonable instruction given to them by any adult within school. Adults should ensure that such instructions are delivered calmly in a "warm, strict" manner.
10. Except in the most extreme circumstances, the initial response to an infringement of a school rule, should be a clear warning associated with an invitation to choose to correct the situation. Where appropriate, staff should discuss with students options including the principles of restorative justice.
11. School rules should apply equally to all students, regardless of individual circumstances, except where specific variation is made for whole year groups, e.g. six-formers. However, individual circumstances must be considered when sanctions for breaching school rules are being decided.