



# Directors' Written Statement of Behaviour Principles

**Reviewed July 2026**

PPAT Education  
Directors' Written Statement of Behaviour

### **Directors' Written Statement of Behaviour Principles**

The PPAT board has accepted the Department for Education's strong recommendation that academies should follow its guidance which places a duty on the governors of maintained schools to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, which takes account the needs of all pupils. The purpose of the statement is to give guidance to Headteachers in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed.

This statement aims to underpin the Directors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the Trust and its schools.

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

This statement is informed by our mission and value statements:

#### **Statement Ethos**

The Trust's aims are underpinned by the values of honesty, compassion, respect, and encouragement.

#### **Aims**

We aim:

- To ensure care and consistency
- To be fair and be seen to be fair
- To treat all with respect
- To have clear expectations and strategies to ensure they are met.
- To provide planned activities which motivate all to learn academically and socially.

#### **Golden Rules**

Our 5 Golden Rules represent a teaching tool which needs to be consistently used and highlighted by all members of the school community.

1. We respect each other's rights to learn and do our best.
2. We care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

## **Value Statements**

- We are building a safe, secure, caring, and happy learning environment.
- Everyone values and respects themselves and each other.
- Children are encouraged to foster a sense of enquiry and develop questioning skills.
- High expectations are held by all in both work and behaviour.
- We believe in fostering positive relationships and developing partnerships between parents, staff, and children.
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the restrictive interventions policy
- The exclusions policy explains that exclusions will only be used as a last resort.
- We embrace diversity and promote equal opportunities and inclusion for all. We encourage self-esteem and confidence in both independent and collaborative learning.
- We promote the development of life skills, including staying healthy.

We, the Directors of PPAT, believe that all members of our school communities should be able to learn and achieve their full potential in a safe, secure, and orderly environment. We value the strong relationships that exist throughout each school within the Trust, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone, and we will actively promote equality of value regardless of race, gender, age, sexuality, religion, or disability.

Schools' behaviour policies should be 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 policies will 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; and praise and rewards. We recognise, however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour.

Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of suspension and exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and Directors require schools to seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the Directors require schools to 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.

Given the importance of the safety of the pupil body, Directors support the right of schools 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 Directors expect that all schools will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves, or others. Schools will work with parents and carers to understand their children and their circumstances and Directors believe this relationship is an important part in 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, restrictive intervention, 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 PPAT off-site.

## **References**

This statement is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#)

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Next review due July 2029