



Written Statement of Behaviour Principles

Community covered by this statement:	Whole school community
Approved By:	Longwill Governing Body
Date:	August 2026
Next Review Date:	August 2027

Signed: *b.h. Lane* Date: 01.08.2026

(Chair of Governors)

Signed: *[Signature]* Date: 01.08.2026

(Headteacher)



Longwill School Written Statement of Behaviour Principles Contents

1. Purpose and legal framework
2. Longwill ethos and school context
3. General behaviour principles
4. Guidance to the Headteacher
5. Roles and shared responsibilities
6. Consultation, monitoring, publication and review
7. Related policies and guidance

Longwill School Written Statement of Behaviour Principles

1. Purpose and legal framework

The Governing Body of Longwill School for Deaf Children has made this written statement of general principles to guide the Headteacher in determining the measures that make up the school's Positive Behaviour Policy. It is a statement of the Governing Body's expectations and is not a substitute for the operational detail contained in that policy.

This statement is made under sections 88 and 89 of the Education and Inspections Act 2006. In carrying out its responsibilities, the Governing Body also has regard to its safeguarding duty under section 175 of the Education Act 2002, the public sector equality duty in the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice and current Department for Education guidance.

The statement should be read alongside the Positive Behaviour Policy and the school's safeguarding, equality, SEND, anti-bullying, online safety and positive handling arrangements. If legislation or statutory guidance changes, the current legal requirements will take precedence and the statement will be reviewed.

2. Longwill ethos and school context

Longwill is a primary school for Deaf children. It follows the National Curriculum within a sign-bilingual environment in which British Sign Language (BSL) and English are used according to each pupil's assessed communication needs. The Governing Body expects behaviour systems to be visually clear, linguistically accessible and consistently understood by pupils, families and staff.

Longwill is a Rights Respecting School and is committed to a trauma-informed and attachment-aware approach. The principles reflect the United Nations Convention on the Rights of the Child, particularly the best interests of the child; the right to be heard; protection from harm; the rights of disabled children; the right to education; education that develops respect for others; and the requirement that discipline respects every child's dignity.

Behaviour can communicate an unmet need. Adults will therefore seek to understand sensory, communication, language, developmental, emotional, medical and safeguarding factors while maintaining safe, predictable boundaries. A trauma-informed approach does not remove expectations or consequences: it informs how adults teach, support and respond so that pupils can repair harm, learn and succeed.

3. General behaviour principles

The Governing Body expects the Positive Behaviour Policy and its implementation to reflect the following principles:

- 1. Safety and safeguarding:** Every pupil and adult has the right to feel physically and emotionally safe. Safeguarding is paramount, and any behaviour that may indicate that a child is at risk of harm will be considered under the school's safeguarding procedures as well as its behaviour procedures.
- 2. Dignity, respect and belonging:** All members of the school community will be treated with dignity. Adults will model calm, respectful and reliable behaviour. Responses to behaviour must never humiliate, degrade, intimidate or discriminate against a pupil.
- 3. Accessible communication and pupil voice:** Expectations, choices, rewards and consequences will be explained in a communication mode the pupil can understand, including BSL and English where appropriate. Adults will check understanding and will not assume that communication difficulty, delayed language or missed information is deliberate non-compliance. Pupils will be supported to express their views and to report worries safely.
- 4. High expectations with equity:** The school will promote high standards of behaviour for all pupils. Fairness does not always mean identical treatment: reasonable adjustments and individual support will be provided where required by disability, SEND, communication need or other protected characteristic. Adjustments should help pupils understand, participate and meet expectations, not lower the school's commitment to safety and learning.
- 5. Positive relationships and prevention:** Secure relationships, predictable routines, a well-matched curriculum and early identification of need are central to positive behaviour. Staff will use preventative, relational and trauma-informed strategies and will help pupils recognise emotions, regulate safely and build independence.

- 6. Teaching and recognising positive behaviour:** Expected behaviour will be explicitly taught, modelled, practised and revisited. Praise, rewards and recognition will be meaningful, inclusive and consistent, and will celebrate effort, progress, responsibility, respect, resilience and positive relationships.
- 7. Fair and proportionate responses:** Rules and consequences will be clear, lawful, reasonable and proportionate. Adults will consider the pupil's age, understanding, communication, SEND, disability, safeguarding context and the impact on others. Restorative work and opportunities to repair relationships will be used when appropriate. Consequences will support learning and safety rather than retaliation.
- 8. Bullying, discrimination and child-on-child abuse:** Bullying, sexual harassment, prejudicial language, discriminatory behaviour, online abuse and all forms of child-on-child abuse are not tolerated. Concerns will be acted upon promptly, recorded and responded to through the relevant behaviour, anti-bullying and safeguarding procedures. The needs and wishes of those affected will be considered, and support will be provided.
- 9. Partnership with parents and carers:** The school will work openly and respectfully with parents and carers, sharing concerns and successes at an early stage wherever possible. Information will be communicated accessibly. Families will be encouraged to support consistent expectations and to contribute knowledge that helps staff understand and meet their child's needs.
- 10. Behaviour beyond the school gate and online:** The Behaviour Policy may address behaviour away from the premises where the law permits, including during school-organised activities, travel to and from school, online activity and conduct that threatens another person, disrupts the orderly running of the school or could adversely affect the school community. Any response will be lawful and proportionate, with safeguarding and liaison with external agencies considered where appropriate.
- 11. Lawful staff powers:** The Governing Body supports staff who use their lawful powers in line with policy, training and professional judgement. Searching, screening, confiscation and reasonable force or other physical contact must follow current law and guidance. Reasonable force will never be used as a punishment; where it is necessary, it must be reasonable, proportionate, recorded, reported and reviewed in accordance with school procedures.
- 12. Additional and multi-agency support:** Persistent, escalating or sudden changes in behaviour will prompt consideration of unmet need, additional assessment and appropriate support. This may include a Personal Support Plan, family work and involvement from education, health, social care or other agencies. Support and consequences may operate together.
- 13. Suspension and permanent exclusion:** Any suspension or permanent exclusion will be used only in accordance with current statutory guidance, the school's policy and the duties owed to pupils with SEND and disabilities. Decisions will be lawful, reasonable, fair and proportionate, with appropriate education, reintegration planning and support provided.
- 14. Support for staff:** Staff are entitled to work in a safe and respectful environment and to receive appropriate training and support. Where a member of staff is accused of misconduct or misuse of powers, the matter will be handled fairly and in line with safeguarding and employment procedures; pastoral support will be available and suspension will not be an automatic response.

4. Guidance to the Headteacher

The Governing Body expects the Headteacher to develop, publish, implement and regularly review a Positive Behaviour Policy that:

- sets clear, accessible rules, routines and expectations for learning, conduct and relationships;
- defines the roles and responsibilities of governors, leaders, staff, pupils, parents and carers;
- explains how positive behaviour is taught, recognised and reinforced, and how inappropriate behaviour is addressed;
- provides a consistent framework while allowing reasonable adjustments and individualised, trauma-informed support;
- sets out arrangements for preventing and responding to bullying, discrimination, harassment, online harm and child-on-child abuse;
- describes how the school responds to behaviour outside school and online where the Headteacher has lawful authority to act;
- covers searching, screening, confiscation, banned items and the use of reasonable force or other physical contact, in line with current guidance;

- explains the use of suspensions and permanent exclusions, reintegration arrangements and the support available to pupils and families;
- identifies when a Personal Support Plan, specialist assessment or multi-agency involvement should be considered;
- sets out how incidents, restrictive interventions, bullying and discriminatory behaviour are recorded, reported, monitored and reviewed;
- provides for staff induction, regular training, professional reflection and appropriate support, including support when an allegation is made; and
- is communicated to pupils and families in accessible formats and applied consistently across structured and unstructured times.

The Governing Body will not seek to prevent staff from exercising lawful powers through blanket "no-search" or "no-contact" rules. Those powers must always be exercised in accordance with legislation, statutory guidance, the school's policies, training and the best interests of pupils.

5. Roles and shared responsibilities

- **The Governing Body** will set and review these principles, hold leaders to account for their implementation, consider patterns and disproportionality in behaviour information, and ensure that statutory duties are met.
- **The Headteacher** will determine the detailed Behaviour Policy and school rules, ensure that they are understood and implemented, provide staff with training and support, and report to governors on impact and emerging issues.
- **All staff** will model the school's values, teach and reinforce expectations, use accessible communication, apply the policy fairly, make reasonable adjustments, record concerns and follow safeguarding procedures.
- **Pupils** will be supported to understand their rights and responsibilities, to behave safely and respectfully, to take responsibility where they are able, and to contribute their views about behaviour and school life.
- **Parents and carers** will be encouraged to work in partnership with the school, share relevant information, support agreed plans and expectations, and raise concerns promptly through the appropriate channels.

6. Consultation, monitoring, publication and review

Before making or materially revising this statement, the Governing Body will consult the Headteacher, school staff, parents and carers, and pupils in a manner it considers appropriate. Consultation with pupils and families will be accessible, with BSL, visual information or communication support used where required.

The Governing Body will receive appropriate information about behaviour, bullying, discriminatory incidents, restrictive interventions, suspensions and permanent exclusions. Information will be considered by group, including SEND and protected characteristics, where numbers and confidentiality allow, so that patterns, unmet needs and possible disproportionality can be identified and addressed.

This statement will be published on the school website and made available in accessible formats on request. It will be reviewed at least annually, and sooner if legislation, statutory guidance, school circumstances or evidence from monitoring indicates that a revision is required.

7. Related policies and guidance

This statement should be read with the current versions of:

- Longwill Positive Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- Positive Handling / Use of Reasonable Force procedures;
- SEND Policy and SEN Information Report;
- Equality information and objectives and Accessibility Plan;
- Online Safety Policy;
- Supporting Pupils with Medical Conditions Policy;
- Staff Code of Conduct, allegations and low-level concerns procedures; and
- Complaints Policy.

National sources include the relevant Acts, the SEND Code of Practice and current Department for Education guidance on behaviour, governing bodies, searching, reasonable force, safeguarding, bullying and exclusions.