Connected Futures Partnership

Authoring our story.

Dorothy Gardner Nursery School
Mary Paterson Nursery School
Tachbrook Nursery School
Essendine Primary School
Hallfield Primary School
Oxford Gardens Primary School
Queen's Park Primary School
Queen's Park Family Hub
Bayswater Children's Centre

Governors' Statement of Behaviour Principles

SEPTEMBER 2026

Approved by	Governing Board — September 2026
Next review due	September 2027

Rationale and purpose

This statement is made by the Governing Board of Connected Futures Partnership (CFP) in accordance with section 88 of the Education and Inspections Act 2006. It sets out the principles that the Executive Headteacher and Heads of School must take into account when determining and implementing behaviour policies across the federation.

It is a statement of principles rather than a detailed behaviour policy. The Executive Headteacher, working with Heads of School, is responsible for ensuring that behaviour arrangements are appropriate to each school and setting, reflect these principles and have regard to current Department for Education guidance.

CFP seeks calm, safe, supportive and inclusive environments in which children can learn, flourish and belong. Behaviour is understood in context: high expectations, clear boundaries and consistent responses sit alongside strong relationships, safeguarding, reasonable adjustments, early intervention and support for children whose behaviour may communicate unmet need.

Behaviour policies and associated expectations will be communicated clearly to children, staff and parents/carers and made available through the federation or school websites, as appropriate.

Principles

1. Every child has the right to learn in a calm, safe and supportive environment, free from avoidable disruption, bullying, harassment, violence and abuse.
2. All children and adults have the right to be listened to, valued and treated with dignity and respect. CFP will promote positive relationships and a culture in which children feel safe to speak up and seek help.
3. CFPFis inclusive. Behaviour practice must comply with the Equality Act 2010 and take proper account of protected characteristics, special educational needs and disabilities, communication needs, vulnerability and individual circumstances. Reasonable adjustments will be made where required.
4. Adults - including staff, volunteers, governors, contractors and visitors - are expected to model consistently respectful, calm and professional behaviour.
5. Children should be supported to develop self-regulation, responsibility, empathy and an understanding of the impact of their choices. Expectations and consequences should be clear, predictable, proportionate and applied fairly.
6. Positive behaviour should be taught, noticed, encouraged and reinforced. Behaviour policies will set out clear routines, expectations, rewards and sanctions, together with arrangements for preventing and responding to bullying and child-on-child abuse.
7. Safeguarding is integral to behaviour practice. Staff must consider whether behaviour may indicate that a child is suffering, or is at risk of suffering, harm and follow CFP safeguarding procedures where concerns arise.
8. Where behaviour is linked to SEND, disability, trauma, communication difficulty, mental health or other additional needs, leaders will consider appropriate support, reasonable adjustments and whether further assessment or multi-agency involvement is required.
9. Parents and carers are important partners. Where significant or persistent concerns arise, schools will seek constructive engagement with families and, where appropriate, relevant external services to support sustained improvement.
10. Restrictive interventions and reasonable force will only be used in accordance with the law and current DfE guidance, and with the CFP Restrictive Interventions, Physical Intervention and Reasonable Force Policy. Such interventions must never be used as punishment.
11. Suspension and permanent exclusion will be used only in accordance with current statutory guidance. Permanent exclusion is a serious decision and should be used only when the statutory

threshold is met. Governors will discharge their review and oversight responsibilities lawfully and fairly.

12. Behaviour policies will address conduct beyond the school gate and online behaviour where the school has lawful grounds to respond, including where behaviour threatens another person, causes harm or has an impact on the orderly running of the school.
13. Allegations or concerns involving staff will be handled under safeguarding and staff-conduct procedures. Children will not be discouraged from raising concerns. Knowingly false or malicious allegations may be addressed through the behaviour policy only after the safeguarding process has established the relevant facts.
14. Governors expect behaviour information to be monitored for patterns and disproportionality, including in relation to SEND, protected characteristics, suspensions, permanent exclusions, bullying, child-on-child abuse and restrictive interventions. This information should inform improvement and governor oversight.
15. These principles should be applied in an age- and developmentally appropriate way. In CFP nursery and early years settings, the emphasis is on co-regulation, secure relationships, communication, routines, play, modelling, teaching social understanding and supporting children to develop self-regulation rather than on punitive approaches.

Related CFP policies and guidance

- Behaviour Policy / school-level behaviour arrangements
- Child Protection and Safeguarding Policy
- Child-on-Child Abuse Policy
- Managing Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence Between Children Policy
- Restrictive Interventions, Physical Intervention and Reasonable Force Policy
- Equality and SEND policies and procedures
- Current DfE Behaviour in Schools guidance and statutory guidance on suspension and permanent exclusion

Review

The Governing Board will review this statement at least annually and sooner where legislation, statutory guidance or federation arrangements change.