

# WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES POLICY



**Executive Headteacher**



**Chair of Governors**



**One Child**  
One Chance

# Compass Federation

## Written Statement of Behaviour Principles 2026

**Approved by:** Governing Body

**Approval date:** September 2026

**Review date:** September 2027

**Applies to:** All schools within Compass Federation

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### 1. Purpose

The Governing Body of Compass Federation has established the following principles to guide the Executive Headteacher, Headteachers and Heads of School when determining and implementing the behaviour policies of schools within the Federation.

Each school will maintain its own Behaviour Policy reflecting its age range, context, routines and operational systems. These school-level policies must be consistent with the principles set out in this statement.

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### 2. Core Principles

The Governing Body believes that:

- every pupil has the right to learn in a safe, calm and orderly environment;
  - every member of the school community should be treated with dignity and respect;
  - high expectations of behaviour should be clear, explicitly taught and consistently reinforced;
  - positive behaviour should be recognised and encouraged;
  - pupils should be supported to understand the impact of their behaviour and take increasing responsibility for their actions;
  - relationships between pupils and adults should be based on mutual respect, fairness and appropriate professional boundaries;
  - bullying, discrimination, harassment, intimidation, violence and abuse are unacceptable;
  - sanctions and consequences should be reasonable, proportionate and applied fairly;
  - reasonable adjustments should be made where required for pupils with disabilities or SEND;
  - staff should consider whether behaviour may indicate an unmet educational, pastoral, safeguarding or health need;
  - pupils should be given opportunities, where appropriate, to repair harm and restore relationships;
  - parents and carers should be encouraged to work in partnership with schools;
  - staff should be supported in maintaining high standards of behaviour;
  - behaviour policies should contribute to a strong safeguarding culture; and
  - the Federation should promote consistency of principle while allowing individual schools to determine the operational systems that best meet the needs of their pupils.
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### 3. Behaviour Expectations

School Behaviour Policies should establish clear expectations that support:

- safety;
- respect;
- positive relationships;
- readiness to learn;
- appropriate language;
- responsible use of property and resources;
- consideration for others;
- respect for difference; and
- appropriate conduct both in and beyond school where this affects the school community.

Behaviour expectations should be communicated clearly to:

- pupils;
  - staff;
  - parents and carers; and
  - visitors where appropriate.
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### 4. Positive Behaviour

The Governing Body expects schools to promote positive behaviour through:

- clear routines;
- positive relationships;
- explicit teaching of expectations;
- consistent adult modelling;
- recognition and praise;
- appropriate rewards; and
- opportunities for pupils to develop self-regulation, independence and responsibility.

Each school may determine its own systems for rewards and recognition.

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### 5. Consequences and Sanctions

School Behaviour Policies should include a clear framework for responding to inappropriate behaviour.

Consequences should:

- be proportionate;
- be applied fairly;
- take account of relevant context;

- support learning from mistakes;
- avoid humiliation;
- be consistent with safeguarding and equality duties; and
- be adapted where reasonable adjustments are required.

Serious behaviour may require immediate escalation without progressing through lower-level sanctions.

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## **6. SEND, Disability and Additional Needs**

The Governing Body expects schools to maintain high expectations for all pupils while recognising that some pupils may require additional support or reasonable adjustments.

Schools should consider:

- whether a pupil has SEND or a disability;
- whether reasonable adjustments are required;
- whether behaviour may indicate an unmet need;
- whether additional pastoral support is needed;
- whether specialist advice should be sought; and
- whether Early Help or multi-agency support should be considered.

Reasonable adjustment does not mean that unsafe or harmful behaviour is ignored. It means that the school considers individual need when deciding how best to prevent, support and respond to behaviour.

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## **7. Safeguarding**

Behaviour may be an indicator of safeguarding need.

School Behaviour Policies should make clear that staff must consider whether behaviour may indicate:

- abuse;
- neglect;
- exploitation;
- bullying;
- trauma;
- unmet need;
- difficulties within the home; or
- other safeguarding concerns.

Where safeguarding concerns arise, safeguarding procedures take precedence over normal behaviour processes.

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## 8. Bullying

Bullying is not tolerated within Compass Federation.

Each school must take reasonable steps to prevent and respond to:

- physical bullying;
- verbal bullying;
- emotional or relational bullying;
- online bullying;
- discriminatory or prejudice-related bullying;
- bullying relating to SEND or disability;
- racist bullying;
- bullying relating to religion or belief;
- homophobic, biphobic or transphobic bullying;
- sexist or sexualised bullying; and
- other behaviour intended to intimidate, isolate, humiliate or harm.

Schools should implement the **Compass Federation Anti-Bullying Policy** alongside their own Behaviour Policy.

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## 9. Equality and Discrimination

School Behaviour Policies should support the Federation's duties under the Equality Act 2010.

Discriminatory behaviour or language should be challenged and responded to appropriately.

Schools should consider whether incidents relate to protected characteristics or other forms of prejudice and should monitor patterns where appropriate.

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## 10. Behaviour Beyond the School Gate

School Behaviour Policies should make clear the circumstances in which pupils may be disciplined for behaviour outside school premises.

This may include behaviour:

- during school-organised or school-related activities;
- while travelling to or from school;
- while wearing school uniform;
- where a pupil is otherwise identifiable as belonging to the school;
- which could have repercussions for the orderly running of the school;
- which poses a threat to another pupil, member of staff or member of the public; or
- which could adversely affect the reputation of the school.

This includes relevant online behaviour.

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## **11. Searching, Screening and Confiscation**

Schools within Compass Federation should follow current Department for Education guidance when searching pupils or their possessions and when confiscating items.

Searching should be carried out lawfully and with due regard to:

- safeguarding;
- dignity;
- privacy;
- SEND;
- communication needs;
- vulnerability; and
- proportionality.

School-level Behaviour Policies should identify who is authorised to conduct searches and how incidents will be recorded.

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## **12. Reasonable Force**

The Governing Body recognises that members of staff may use reasonable force in circumstances permitted by law.

Any use of reasonable force should:

- be necessary;
  - be proportionate;
  - seek to safeguard pupils and staff;
  - never be used as a punishment;
  - take account of relevant SEND, medical and safeguarding information; and
  - be recorded and reported appropriately.
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## **13. Suspensions and Permanent Exclusions**

Suspension and permanent exclusion are serious sanctions.

Decisions must be made in accordance with current statutory guidance.

School leaders should consider:

- seriousness;
  - context;
  - safeguarding;
  - SEND;
  - reasonable adjustments;
  - previous support;
  - the impact on others; and
  - whether additional intervention is required.
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## **14. Staff Conduct and Wellbeing**

The Governing Body expects staff to model calm, respectful and professional behaviour.

The Federation will support staff who are subjected to:

- threatening behaviour;
- abuse;
- intimidation;
- harassment; or
- bullying.

Allegations against staff should be managed fairly and through the appropriate safeguarding, employment or complaints procedures.

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## **15. Partnership with Parents and Carers**

Schools should work constructively with parents and carers.

Parents and carers should be encouraged to:

- support school behaviour expectations;
- communicate respectfully;
- raise concerns appropriately; and
- work with schools where additional support is needed.

Schools equally have the right to expect staff to be treated respectfully by parents, carers and other adults.

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## **16. Monitoring and Review**

The Governing Body will monitor the effectiveness of behaviour arrangements across the Federation.

This may include consideration of:

- behaviour trends;
- bullying;
- discriminatory incidents;
- suspensions;
- safeguarding information;
- pupil voice;
- attendance; and
- patterns relating to particular pupil groups.

Each school will maintain and review its own Behaviour Policy in line with these principles.

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**Approved by:** Governing Body

**Approval date:** September 2026

**Next review:** September 2027