

Edison Trust Limited

Written Statement of Behaviour Principles

Board of Trustees

'Igniting young minds today, for a brighter tomorrow'

Statement to be approved by	Board of Trustees
Nominated Trustee	Suvir Rai
Statement last reviewed	
Statement ratified and adopted by Board of Trustees	September 2026
Statement due to review	September 2027

1. Purpose and status of this statement

Edison Trust Limited is a single academy trust. The Board of Trustees discharges both trust-level and school-level governance for Edison Primary School; there is no local governing body.

This statement sets out the principles the Board expects to see reflected in the school's Behaviour Policy. It is a statement of values and expectations, not a set of procedures. The Board sets the framework; the Headteacher determines the detail of the standard of behaviour that is acceptable, writes and implements the Behaviour Policy, and is accountable to the Board for its effect.

The Board adopts this statement in recognition of:

- its duty under the Education (Independent School Standards) Regulations 2014 to ensure a written behaviour policy is drawn up and effectively implemented;
- the requirement in section 88(2) of the Education and Inspections Act 2006 that governing boards of maintained schools publish a written statement of behaviour principles, which the Board adopts as good practice for the Trust;

- the DfE's *Behaviour in Schools* advice, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England* statutory guidance, *Restrictive interventions, including use of reasonable force, in schools*, *Searching, Screening and Confiscation*, *Keeping Children Safe in Education*, and the Equality Act 2010.

This statement is published on the school website and is available to all parents, carers, staff, pupils and trustees.

2. Our vision

Our behaviour principles flow directly from our vision.

Our child-centred approach shapes children to become happy, curious and confident individuals, nurtured in our kind, collaborative and inclusive school.

We ignite young minds through an engaging curriculum, cultivating their love of science by empowering them with extensive knowledge and skills.

We develop our children to be well rounded, self-aware and respectful with high aspirations, and who strive to change the world for a brighter tomorrow

A school in which children behave well is not an end in itself — it is the condition in which that vision becomes possible.

Our four school rules — **Ready, Respectful, Safe and Kind** — are the shared language of that vision, and the Board expects them to be understood, modelled and upheld consistently by every adult and child in the school community.

3. The Board's principles

3.1 Every child is entitled to learn in a safe, calm, orderly and supportive environment.

This entitlement belongs to every pupil equally. Behaviour that removes it from others will always be addressed.

3.2 Expectations are high, and they are the same for every child. High expectations are an expression of belief in children, not of severity towards them. The Board expects the school to set standards that are clear, ambitious and consistently upheld across every classroom, corridor, playground and school activity.

3.3 Behaviour is taught, not assumed. Children learn how to behave in the same way they learn anything else: through explicit teaching, modelling, routine, practice and feedback. The Board expects the school to teach its expectations deliberately — through routines, circle time, assemblies, PSHE and the school's Zones of Regulation work — rather than to rely on sanction as the primary means of instruction.

3.4 Adults set the tone. Children mirror the adults around them. The Board expects consistent, calm adult behaviour; first attention for best conduct; reliable routines; and a restorative follow-up to every difficult interaction. Adults who are consistent make the school fair, and fairness is what children notice most.

3.5 Recognition comes before sanction. The Board expects positive behaviour to be noticed, named, praised and celebrated far more often than poor behaviour is corrected, and expects the school's systems of recognition to reach every child, not only the most visible.

3.6 Consequences are lawful, proportionate, reasonable, fair and restorative. Consequences should be certain rather than severe. The Board expects the school to make clear what has gone wrong, what harm has been caused, what putting it right requires, and what will be different next time — and then to allow the child to move on. Humiliating, degrading or collective punishment is never acceptable. Corporal punishment is unlawful and is never used.

3.7 Behaviour is communication, and inclusion is not an exception to high expectations. The Board expects the school to consider what may lie behind a child's behaviour — special educational needs, disability, unmet need, distress, or circumstances at home — and to make reasonable adjustments so that every child can meet the school's expectations. Behaviour support plans for pupils with SEND should be co-produced with the child and their parents. The Board will not accept discrimination against any pupil on the basis of a protected characteristic under the Equality Act 2010, and expects the school to be alert to disproportionality in the way its behaviour systems fall on particular groups of children.

3.8 Behaviour and safeguarding are inseparable. A change in a child's behaviour may be the first sign that something is wrong. The Board expects behaviour concerns to be considered alongside safeguarding and pastoral information, and expects the school to consider whether a multi-agency response, an Early Help assessment or a referral to children's social care is needed rather than a disciplinary response alone.

3.9 Bullying, discrimination and prejudice-based behaviour will not be tolerated. This includes physical, verbal, emotional, racist, sexist, homophobic, biphobic, transphobic, disablist and online bullying, and all forms of child-on-child abuse including sexual harassment and sexual violence. The Board expects Edison to be a "telling school", in which children believe that reporting will be taken seriously and acted upon, and in which no report is dismissed as banter or as part of growing up.

3.10 Restrictive interventions are minimised, and are never used as punishment. Staff may use reasonable force to prevent injury, significant damage to property or the commission of an offence. The Board expects prevention, de-escalation and risk assessment to come first, and expects the school to meet in full its statutory duties, in force from 1 April 2026, to record every significant incident involving the use of force or

seclusion and to report it to the child's parents. Seclusion is only ever a safety measure and never a sanction.

3.11 Searching, screening and confiscation are carried out lawfully and with dignity.

The Board expects any search to be proportionate, recorded, and conducted with regard to the child's age, sex, religion, background and any special educational need or disability, and expects strip searching to be avoided entirely by school staff.

3.12 Suspension and permanent exclusion are used lawfully, fairly and only where necessary.

The Board supports the Headteacher in using these powers where the behaviour of a pupil seriously harms the education or welfare of others. It expects them to be used only on the balance of probabilities, for disciplinary reasons, and never for reasons connected to a pupil's unmet needs where those needs could reasonably have been met. Permanent exclusion is a distinct and more serious decision than suspension, not simply the next step along from it. Informal or unlawful exclusion — including sending a child home without following the statutory process — is never permitted. The Board will discharge its own statutory duties in reviewing suspensions and permanent exclusions promptly, impartially and in line with the current DfE statutory guidance.

3.13 Children have a voice in the standards they are held to. The Board expects pupils to be consulted through the School Council, pupil surveys and class discussion, and expects children to understand not only what the rules are but why they exist.

3.14 Parents and carers are partners. The Board expects the school to communicate expectations clearly, to raise concerns early rather than late, to listen when parents raise concerns of their own, and to work alongside families — including through Early Help where appropriate — to support a child to improve.

3.15 Adults in the school community are held to the same standards of conduct. Staff are expected to model the behaviour they ask of children, in line with the staff code of conduct. Parents, carers and visitors are expected to treat staff and each other with courtesy and respect; the Board will support the Headteacher in acting where they do not. The Board expects allegations against staff to be handled fairly and in line with Part Four of *Keeping Children Safe in Education*, and expects staff to be protected and supported where an allegation is found to be malicious or unfounded.

3.16 Staff are trained, supported and looked after. Managing behaviour well is demanding. The Board expects all staff, including support and lunchtime staff and new staff at induction, to receive training in the school's behaviour approach, restorative practice, de-escalation and the use of restrictive interventions, and expects staff wellbeing to be actively considered.

3.17 What is not measured cannot be improved. The Board expects to receive regular, analysed behaviour data — including recorded incidents, bullying and prejudice-related incidents, use of restrictive interventions, suspensions and permanent exclusions —

broken down by year group, sex, ethnicity, SEND status, disadvantage and looked-after status, so that it can assure itself the policy is working and falling fairly on all children.

4. Delegation

The Board sets these principles and holds the Headteacher to account for them. The Headteacher is responsible for determining the detailed standards of behaviour, publishing and implementing the Behaviour Policy, ensuring it is understood by staff, pupils, parents and visitors, and reporting annually to the Board on its effectiveness. Day-to-day operational decisions on behaviour, including decisions to suspend or to permanently exclude, rest with the Headteacher. Trustees will not involve themselves in individual behaviour decisions, other than where they are exercising a formal statutory or review function.

Detailed delegations are set out in the Trust's Scheme of Delegation.

5. Review

This statement is reviewed annually by the Board of Trustees, or earlier if legislation, statutory guidance or the school's circumstances change. It is published on the school website alongside the Behaviour Policy.