Hales Valley Trust

Written Statement of 2026–2027

Behaviour Principles

Policy Tracker					
Date of review	Reviewed By:	Role	Date Approved by Central Executives	Responsibility for monitoring this policy:	Date of Next Review:
September 2025	R Cox K Hall	CEO DOE	October 2025	**Curriculum and Standards Committee**	Autumn 2026
June 2026	R Cox K Hall	CEO DOE	June 2026	**Curriculum and Standards Committee**	Autumn 2027

Introduction

The Trustees of Hales Valley Trust, in accordance with Section 88 of the Education and Inspections Act 2006, are required to publish a written statement of general principles to guide Headteachers in the development and implementation of school behaviour policies.

This statement applies to all schools within the Trust. It should be read in conjunction with each school's Behaviour Policy, which sets out the practical strategies and procedures used to uphold these principles.

This statement has due regard to statutory legislation and guidance, including but not limited to:

- Education and Inspections Act 2006
- Education Act 2011
- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education (DfE 2026)
- Behaviour in Schools (DfE 2024)
- Suspension and Permanent Exclusion Guidance (DfE 2026)
- Searching, Screening and Confiscation Guidance (DfE 2023)
- Restrictive interventions, including use of reasonable force, in schools (DfE 2026)

Trust Values and Culture

At Hales Valley Trust we believe that high standards of behaviour are fundamental to creating a safe, inclusive and ambitious learning culture. Our shared values, 'Success for All', underpin all behaviour expectations. We recognise that positive behaviour is learned, modelled by adults, and reinforced through strong relationships. We are committed to restorative, relational practice: when the adults change, everything changes.

Principles

The behaviour policies in our Trust reflect the following Hales Valley principles:

High Expectations

- All pupils are entitled to learn in an environment that is calm, safe, and respectful.
- Rules and routines will be clear, consistently applied, and understood by all.

Positive Relationships

- Behaviour is taught, modelled, and reinforced, just like any other aspect of the curriculum.
- Pupils are encouraged to develop self-discipline, resilience, and responsibility for their choices.

Safety and Safeguarding

- Safeguarding and behaviour are inseparable: all measures to promote good behaviour will prioritise the welfare and dignity of pupils and staff.
- Bullying, discrimination, harassment, intimidation, and violence will not be tolerated.

Inclusion and Equality

- Pupils with Special Educational Needs and/or Disabilities (SEND) and other vulnerabilities will be supported through reasonable adjustments, in line with the *Equality Act 2010* and the SEND Code of Practice.
- A trauma-informed and attachment-aware approach will underpin responses to behaviour.

Rewards and Sanctions

- Positive behaviour will be recognised and celebrated.
- Sanctions will be lawful, reasonable, and proportionate, always seeking to help pupils reflect, repair harm, and make better choices.

Beyond the School Gate

- Schools may apply behaviour expectations to incidents outside school where conduct:
  - affects the welfare of others;
  - brings the school or Trust into disrepute; or
  - poses a risk to public confidence in the school community.

Use of Restrictive Interventions, Reasonable Force and Searching

- Staff may use restrictive interventions, including reasonable force, only where lawful, necessary and proportionate, and as a last resort to prevent harm, maintain safety or prevent serious disruption.
- Schools will prioritise prevention, de-escalation, dignity and safeguarding, and will record and report incidents in line with statutory guidance and Trust procedures.
- Searching, screening and confiscation may be used lawfully, respectfully and only by authorised staff, in accordance with current DfE guidance.

Alternatives to Exclusion

- Exclusion will always be a last resort, used only when all other strategies have been exhausted or where behaviour is so extreme that it poses immediate risk.
- Trust Internal Placement (TIP) and other alternative strategies may be used to avoid suspension or exclusion where appropriate.

Parental Partnership and Pupil Voice

- Parents and carers are vital partners in reinforcing behaviour expectations and supporting positive change.
- Pupils will be given opportunities to contribute to shaping behaviour culture through School Councils, surveys, and restorative approaches.

Leadership, Governance and Accountability

Trust Board: Reviews and approves this written statement annually; holds leaders to account for its implementation.

Curriculum and Standards Committee: Review and approve school-level behaviour policies to ensure they reflect these principles.

Executive Headteachers and Headteachers: Determine the detail of behaviour policies, ensuring they are lawful, inclusive, and consistent with this Trust statement.

All Staff: Model expected behaviour, apply policies fairly, and work to build positive relationships with pupils and families.

Review and Publication

This statement will be:

- Reviewed annually by the Trust Board in consultation with stakeholders.
- Published on the Trust and school websites.
- Updated in line with statutory requirements and DfE guidance.