

St Francis Horndale CE Primary School



Behaviour Principles

Our Vision

Let your light shine bright!

#inspiredtoshinebright

We aim for all our children to achieve their full potential and to thrive in the modern world. We encourage confident and independent global citizens who have a love of learning. This is underpinned by the teaching of Christian values. These enable children to cultivate compassion, integrity, and respect, fostering their overall development and character formation.

Matthew 5: 14-16 provides us with our school vision that helps us live out the school foundation of educating children living in poverty. Matthew teaches us the need for self-worth, self-confidence and resilience to find and then shine our lights bright. By shining we support the academic and personal development of ourselves and our wider school family.

Written: July 2025

Review: July 2026

Approved by: Governing Body

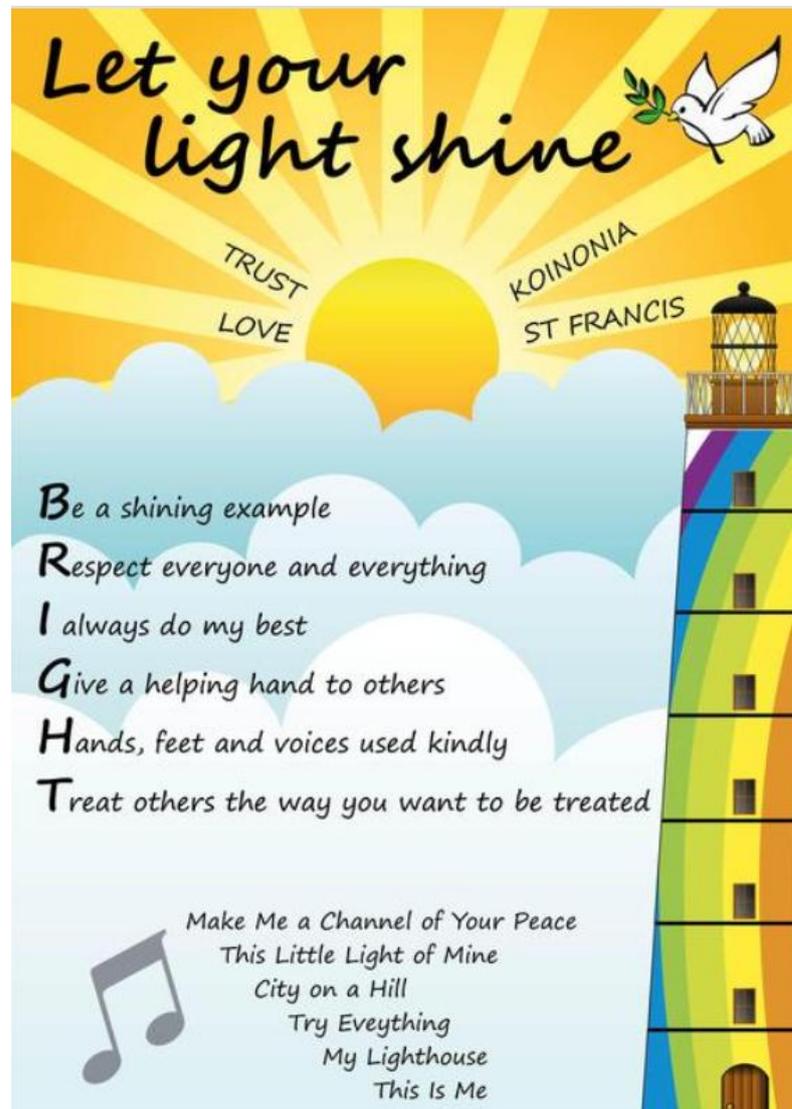
This is a statement of principles, not practice.

Practical application of these principles are the responsibility of the Headteacher.

The Governors of St Francis Horndale CE Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles the Governors expect to be followed. The Headteacher will ensure that these principles are published on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DFE guidance documents.



Principles:

- All children, staff and visitors have the right to feel safe, valued, respected and learn free from the disruption of others.
- St Francis Horndale CE Primary School is an inclusive school and all pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are known, understood and used consistently by staff, in line with the Behaviour Policy.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way to reward good behaviour around the school.
- The Behaviour Policy and associated school rules are understood by pupils and staff.
- It is recognised that the use of rewards and sanctions must have regards to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use. Sanctions however should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary.
- The Behaviour Policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions.
- Pupils are helped to take responsibility for their actions.
- Governors expect pupils and parents to co-operate to maintain an orderly climate for learning.
- Families are involved in behaviour incidents to foster good relationships between the school and the pupils' home life.
- The Governing Body also emphasise that violence or threatening behaviour or abuse by pupils or parents/carers towards school staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from the premises, and if they continue to cause a disturbance the Police will be contacted.

The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside of school (including notifying the Police) witnessed by a member of staff or reported to school when:

- Taking part in a school organised or related activity
- Travelling to and from school
- Wearing school uniform or in some other way identifiable as a pupil.