Horrabridge Primary and Nursery School
Statement of Behaviour Principles

This statement was written and approved by the Governing Body. It will be reviewed regularly in line with the school's schedule.

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance Behaviour and discipline in schools: guide for governing bodies - GOV.UK (www.gov.uk)

2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016)
4. The Behaviour Policy is publicised to staff and families on the school website.

Principles

1. The Governors of Horrabridge Primary and Nursery School strongly believe that high standards of behaviour lie at the heart of a successful school that enables

    a. all the pupils to make the best possible progress in all aspects of their school life and work
    b. all staff to be able to teach and promote good learning without undue interruption or harassment.

2. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

3. Horrabridge Primary and Nursery School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation, religious belief (or lack of belief) or background are clearly set out and regularly monitored.

4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
5. Parents/carers should be encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

6. The school's expectations are clearly stated in the Behaviour Policy. This should set out expected standards of behaviour and shared with and explained to all pupils. The Governors expect the policy to be adhered to by all staff and regularly monitored for its effectiveness.

7. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and appropriately applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.

8. Governors expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

Reviewed: October 2026 by the Full Governing Board

Next Review due: October 2027