



Governing Body Statement of Behaviour Principles 2025-2026

The Honeywell Federation Governing Body's Written Statement of Behaviour Principles

This document is the Governing Body's written statement of behaviour principles and is informed by our Ethos Statement:

"A community that cares about excellence, wonder and learning for life"

Its purpose is to give guidance to the Head Teachers in drawing up their Behaviour & Wellbeing Policy / Behaviour Policies by stating the principles which Governors would expect to be followed. These principles aim to underpin the Governors' duty of care to our pupils and employees, to promote quality teaching, learning and endeavour to achieve high standards of attainment. The statement is available upon request from the school office and can be found on the schools' website.

Our Schools Ethos Statement

"A community that cares about excellence, wonder and learning for life"

We provide a safe and exciting space where:

There is community

- There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
- There is a sense of belonging

There is care

- Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other
- We understand our actions and nurture respect for each other and the environment
- We celebrate and share each other's successes

There is excellence

- There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning
- There is enrichment and high expectations beyond the curriculum including in sport, music, drama and art

There is wonder

- Every experience is more memorable than the last
- Learning powers are nurtured to keep growing
- The implementation of the wide and ambitious curriculum is rich, vibrant and creative

There is learning for life

- There is an unstinting appreciation of diversity and equality
- There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
- Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

Our Behaviour Principles

We believe that we should promote a culture that encourages children to enjoy learning and to develop their skills in a safe, secure and supportive learning environment. We have high expectations with regard to behaviour and every child understands they have the right to feel safe, valued and respected and learn free from the disruption of others.

We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We actively promote equality of opportunity regardless of race, gender, age, religion or disability and we seek to eliminate all forms of discrimination, harassment and bullying.

Both schools' Behaviour & Wellbeing Policy / Behaviour policy are based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. They will be applied with consistency and fairness with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning, appropriate praise and a celebration of outcomes.

When children do not meet expectations, either through persistent low-level disruption or more severe incidences, staff will always try to teach the child what is expected, in a respectful way. The staff will enable the child to reflect on and learn from their behaviour and to make reparation wherever possible. However, we recognise that on occasions sanctions are necessary to demonstrate that challenging behaviour is not acceptable, to provide boundaries and make expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionately and reasonably.

The Governing Body expects the Headteacher and the staff to use their discretion when using sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable or challenging behaviour.

For those children with special educational, physical or mental health needs and looked after children we are aware that they can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil Body as a whole is paramount.

The Governing Body supports the schools' authority to consider suspensions or permanent exclusions, after appropriate support has been given as the very last resort, other than in exceptional circumstances. This is to ensure that other pupils and teaching staff can work in safety and are respected. The Governing Body also emphasises that violence or threatening behaviour by pupils or parents towards staff will not be tolerated in any circumstances.

Giving the overriding need to keep children safe, the schools will utilise their powers to search and to use reasonable force to order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with the utmost respect of all individuals involved including children, their families and staff.

The schools will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Given our duty of care to our pupils, this written statement (and the policies that both stem from it and are influenced by it) applies to all pupils when in school, when travelling to and from school and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).

This written statement of behaviour principles is reviewed by the Pupil Welfare and Community Committee annually, unless it is necessary to do so earlier and approved by a meeting of the Federation Governing Body.

Guidance

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

Behaviour & Discipline in Schools: Guidance for Governing Bodies

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

DfE published 17th July 2013, last updated 24th September 2015

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions and permanent exclusions guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf) DfE 19th August 2024