



SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL

*Compassion, Courage & Respect*

# Behaviour Principles

# Written Statement

## VISION STATEMENT

Our **vision** for Silchester is for **everyone to flourish**.

Our school is a place of love, of belonging and family.

We have a heart for people, inspiring everyone to be the best version of themselves:  
for themselves, for others, for our community and for our world.

With our roots deeply embedded and nourished by our Christian values, we will **thrive together**.

We will reach out to each other, our community and the wider world with *Compassion* in our hearts.

We will live bravely, showing *Courage* to keep going when facing challenge.

We will *Respect* ourselves and others, embracing everyone's unique gifts,  
and value the contribution that we can all bring to God's world.

**Last Reviewed :- October 2025**

**Date of Next Review :- October 2026**

## Rationale and Purpose

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Executive Headteacher and Head of School in determining measures to promote good behaviour.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Headteacher and Head of School. The statement as been adopted by the Governing Body as a whole and is informed by our Teaching and Learning Model.

## Our Vision

Through our core Christian values of Compassion, Courage and Respect, we aim for our children to feel love for themselves, for others and the world around them; to be brave, knowing that mistakes are expected, respected and part of learning; to understand they have the power to make a positive contribution to God's world.

We actively encourage children to be reflective about their learning, behaviour, beliefs and values and to develop a sense of personal responsibility alongside the motivation and aspiration to learn and improve.

Through a combination of research and collaboration with stakeholders, we have identified five prominent learning behaviours which will effectively support our aims for our children. These can be grown through every subject across each year group and will provide a foundation for pupils to learn effectively and thrive throughout their schooling and into the workplace of the future. They are Reflective, Resilient, Creative, Independent and Ambitious.

## **Our Ethos**

The values of Compassion, Courage and Respect guide the decisions we make whilst we strive to create a school where all children can flourish academically, socially and morally. Every child should feel respected and valued within our school community – indeed a community which is built on mutual trust and respect for all.

Our goals are for children to feel love for themselves and the world around them; to have high levels of self-esteem; and to show tolerance, compassion and generosity towards others.

We strive for our children to be respectful and active citizens, where they understand the impact that their actions can have both within the school and wider community. Ultimately, we hope that our school's strong **Compassion** value will enable our children to be self-motivated members of society who look to make a positive contribution wherever they can.

We also look to instil a sense of **Courage** in our children. At its best, learning is hard; it is challenging and full of mistakes and obstacles. We encourage our children to be brave and to know that mistakes are expected, respected and part of the learning process.

We encourage **Respect** in every aspect of our children's learning and understand that every child has different needs, strengths and weaknesses.

We want to ensure that every lesson counts for every child.

The Governors at Silchester Church of England Primary School aspire to be sensitive to the needs of every child, to nurture the Silchester citizen; to reduce barriers to learning and to ensure the curriculum is accessible to every pupil. We aim to equip pupils to make a positive contribution to society in the future through a rich, broad and engaging curriculum which inspires all pupils to learn through the acquisition of knowledge and skills with our school values at its core.

Our school should enrich the lives of all our pupils by pursuing an inclusive policy which celebrates diversity, understands the importance of common identity and reflects our Christian values.

We aspire to deliver the highest possible standards of education, for this to be effective, we know we must also create an environment with positive behaviour at its heart. We want our school community to feel they are treated fairly, feel safe, nurtured, valued and respected.

Our school rules are relevant to the whole school community and align with our core values. They are clearly communicated in our Behaviour Policy and are visibly displayed around the school.

1. We make the right choice.
2. We use our words.
3. We have the chance to 'turn it around'.

The purpose of this statement is to give guidance to the Executive Headteacher and Head of School in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

## **Behaviour Principles:**

- We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. 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 have high expectations of everyone, and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The Behaviour Policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.
- The policy 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 celebration of outcomes. There should be a tiered system to recognise and celebrate good behaviour and where intervention is necessary to address negative behaviour.
- Consistency is key in every aspect of recognising both positive and negative behaviour, our staff are expected to model positive behaviours and to build relationships.
- When children do not meet expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. Children take responsibility for their behaviour. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. We will use restorative practice to restore peace and calm and to allow the child to reflect on the consequences of their behaviour.
- On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil.
- The Governors expect the Executive Headteacher and Head of School to use their discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.
- For those children with special educational needs, physical or mental health needs, and looked after pupils 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 school's authority to consider exclusions, both fixed term and permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Given the overriding need to keep children safe, the school will utilise its powers to search and to use appropriate physical intervention to keep individuals from harming, or further harming, themselves or others. All such, difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.
- The governing body wishes to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. The Governors expect the Executive Headteacher

and Head of School to include guidance on the use of physical intervention, within the Behaviour Policy.

- We 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. Similarly, given our duty of care to the pupils, this written statement, and the policies that stem from it, apply 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). Policies that both stem and are influenced by this written statement may include: appropriate contact, behaviour, anti-bullying and exclusions)