

## BEHAVIOUR PRINCIPLES

### MISSION STATEMENT

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

### POLICY STATEMENT

Section 88 of the Education and Inspections Act 2006 requires governing bodies of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a written statement of behaviour. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and discipline in schools' – Guidance for governing bodies' has been used as a reference in producing this Statement of Behaviour Principles.

Schools are required to have a Behaviour Policies which include the school rules. It is the responsibility of the Head Teacher along with the staff in the school to produce our school's Behaviour Policies and the duty of the Governing Body to provide the Head Teacher with a clear written statement of the principles around which the Behaviour Policies will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly to take account of any legislative or other changes which may affect the content or relevance of this document.

### BEHAVIOUR PRINCIPLES

#### **Right to feel safe at all times:**

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Behaviour Policies.

#### **High standards of behaviour:**

Peace and forgiveness as core values of the Gospel are fostered and expected within the School. The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable its entire young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

#### **Inclusivity and Equality:**

- We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will be further reinforced through the

Behaviour Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

Reviewed by J Dunlop.

Policy to be reviewed every three years.

Policy to be the responsibility of the Curriculum and Standards Committee

Approved by the Governing Body	
Chair of Governors signature	
Date	
Review date	

**School Rules:**

The Governors expect rules to be simple and kept to a minimum.

- The Governors believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.
- We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

**Rewards:**

- We believe positive behaviours should be praised to encourage good behaviour in the classroom and elsewhere in the school.
- The Governors expect any rewards system should be consistently applied and where possible measurable. It must be regularly monitored for consistency, fair application and effectiveness.

**Sanctions:**

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.
- It is important that sanctions are monitored for their proper use, consistency and effective impact.

**Home/School Agreement:**

- The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

**Power to Screen and Search Pupils:**

The Governors expect the Behaviour Policies to clearly explain to staff and others with authority their powers in relation to the screening and searching of pupils for items which are 'prohibited' and/or banned in accordance with the school rules.

**The use of Reasonable Force:**

- The Governors expect the Whole School Behaviour Policy/ Use of Reasonable Force Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006)
  - in self-defence or when safety is an issue
  - where there is a risk of significant damage to property
  - if there were a need to search a pupil for weapons / stolen property.
- The Governors expect that 'authorised' staff are appropriately trained in the use of positive handling and restraint and that all staff are given advice on de-escalation and behaviour management techniques.
- There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified, an individual pupil may have a 'Behaviour Management Plan' if appropriate which could specify a particular physical intervention technique for the pupil concerned.

**The Power to discipline for behaviour outside the school gates:**

The Governors expect staff to respond to non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

**Pastoral care for school staff:**

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Reviewed by Mrs Juanita Dunlop

Policy to be reviewed three yearly.

Policy to be the responsibility of Curriculum and Standards Committee

Approved by the Governing Body at its meeting on	
Chair of Governing Body signature	
Date	