

St Joseph's Catholic Primary School
Gipsy Lane, Bracknell, Berkshire, RG12 9AP
Tel: (01344) 425246 Fax (01344) 305463



BEHAVIOUR PRINCIPLES

STATUTORY

Adopted by the Governing Body at its meeting on:	12 th November 2024
Signed:	<i>E. M. Lynch</i>
Name:	Christine Lynch
Position:	Chair of Governors
Date:	13.11.2024
Review Date:	Autumn 2027 – 3 year review
Responsibility:	Governing Body

'Growing together with Jesus in our hearts, heads and hands.'

BEHAVIOUR PRINCIPLES

MISSION STATEMENT

Growing together with Jesus in our hearts, heads and hands. Our mission is reinforced by three core behaviours known as our 3 Cs:

- **Christ at the Centre:** Remembering Christ in all we do
- **Continuous Improvement:** We all are on a continuous improving learning journey
- **Consistency:** Consistency in all our behaviours is valued.

These behaviours are underpinned by the gospel values of humility, integrity, service, sacrifice, truth and justice.

Our guiding behaviour principles are:

- ✓ **Forgiveness and Reconciliation** - as a catholic community we believe above all that we should love one another as God has loved us, and we promote forgiveness and reconciliation in our school community.
- ✓ **The right to feel safe at all times** - all young people and staff have the right to feel safe at all times whilst in school.
- ✓ **High standards of behaviour** – we believe that high standards of behaviour lie at the heart of a successful school.
- ✓ **Inclusivity and Equality** - we believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form.

POLICY STATEMENT

St. Joseph's Catholic Primary School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the Full Governing Board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher and Senior Leadership Team, who will view each case in light of these principles and any relevant policies.

PRINCIPLES

Right to feel safe at all times

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

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 relevant policies.

The school creates a positive and respectful culture in which staff know and care about pupils.

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 pupils 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 have high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

The school will create a calm and orderly environment to enable pupils to learn effectively.

Inclusivity and Equality

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of St. Joseph's school community, and should be free from bullying, discrimination and distracting peer behaviour.

St. Joseph's Primary School

- prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination.

- will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice.
- aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.
- supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.
- holds pupils to high standards of attendance. St. Joseph's will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Conclusion

The school makes behavioural expectations and the related policies clear and accessible to members of St. Joseph's school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read on the school website and general expectations will be displayed in classrooms and around the school.

St. Joseph's Catholic Primary's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

Reviewed by J Dunlop.

Policy to be reviewed every three years.

Policy to be the responsibility of the Curriculum and Standards Committee

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.

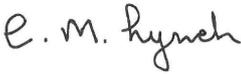
Pastoral care for school staff:

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	12 th November 2024
Chair of Governing Body signature	
Date	13 th November 2024

