



Written Statement of Behaviour Principles

Review date	June 2016
Next review due	June 2019

Written Statement of Behaviour Principles

Context

St Mary & All Saints C of E Primary School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. We aim to create a peaceful and caring community where all can learn and form positive relationships. The school's behaviour principles flow from our Christian ethos and values.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, the school. We recognise our responsibility to safeguard all who access the school by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Purpose of the Statement of Behaviour Principles

In order to promote good behaviour and discipline on the part of the school's pupils, the Education and Inspections Act, 2006, requires the Governing Body to set the framework of the school's behaviour and discipline policy by providing a written statement of general principles to guide the Headteacher. The purpose of this statement is therefore to state the principles which governors expect the Headteacher to follow in developing and implementing policies related to behaviour and discipline. The statement aims to underpin the governors' duty of care to pupils and employees, to promote teaching and learning and high standards of attainment and preserve the reputation of the school.

Values

This statement is informed by our values. As a faith school our values are grounded in our beliefs about children and inspired by the Bible.

- We value **love**, respect, care and human kindness. We act in service of one another.
- We value **justice**, fairness and equality. We strive to give hope, aspiration and opportunity to all.
- We value **integrity** and character. We meet challenges with honesty, resilience and perseverance.
- We value the **joy** of living and learning. We give thanks for fun, laughter and play.

Behaviour principles

We, the Governing Body, expect that rules governing behaviour in the school will be based firmly on the school's values. As we value love, respect, care and human kindness, we expect that the school's rules will safeguard and promote the welfare of our pupils. In pursuing justice, fairness and equality, we expect that the school will eliminate discrimination and actively promote equality of value whether in respect of race, gender, age, sexuality, religion or disability. In striving to give hope, aspiration and opportunity to all we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We value the joy of living and learning for *all* pupils and our emphasis is on encouraging positive behaviour through high expectations, a focus on learning and praise and rewards. We also recognise the need for teachers to have appropriate powers to ensure that no pupil is disadvantaged as a result of the misbehaviour of other members of our school community and to deter other pupils from similar behaviour. Such sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible.

We therefore expect fair rules to be implemented which provide for banning of certain items from school premises and for screening and searching pupils if there are reasonable grounds for suspecting misbehaviour. This includes the use of reasonable force or making other physical contact in order to ensure the safeguarding of staff, pupils and visitors at the school. Such rules include the power to discipline pupils for misbehaviour beyond the immediate premises of the school, for example when

Written Statement of Behaviour Principles

travelling to and from school or when engaged in activities such as educational trips and visits (residential and non-residential) whether as part of the school curriculum or of extra-curricular activity.

When pupils display continuous disruptive behaviour, school procedures will identify how to call for support from outside the school including defining what set of behaviours should require a multi-agency assessment. Some pupils, for example those with special educational 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.

Given the importance of the safety of the pupil body, the Governing Body supports the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Review

This statement and the school's behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

Documents consulted

Behaviour and discipline in schools: a guide for Headteachers and school staff. DfE 2016

The Equality Act 2010 and schools. DfE 2014

Exclusion from maintained schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion. DfE 2015

Keeping Children Safe in Education. DfE 2015⁴

Reviewed by Governing Body: June 2016

Date of next review: June 2019