



**Dream, Believe, Achieve**

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## STATEMENT OF BEHAVIOUR PRINCIPLES

**Last reviewed on:** May 2021

**Next review due by:** May 2022

### Introduction

Under Section 88 of the Education and Inspections Act 2006 the Governing Body of St Michael's C of E, VA, Primary and Nursery School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written Statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (July 2015 edition).

This Statement of Behaviour Principles has been prepared by the Governing Body following consultation with the Headteacher, school staff, parents and pupils in order to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected. It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

This statement reflects the school's Church of England foundation and its aims and values as expressed through DREAM BELIEVE ACHIEVE

### Principles

**Right to feel safe at all times:** All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

**High Standards of Behaviour:** The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become

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valuable members of the community. Governors expect families to set an example to their children of how to act respectfully and to show respect to all school staff. Any abusive language and/or behaviour towards school staff will not be tolerated.

**Inclusivity and Equality:** St Michael's School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in the Inclusion Policy. The school Behaviour Policy must state that bullying and discriminating behaviour that goes against the Equality Policy will not be tolerated. The Behaviour Policy will include a clear, concise anti-bullying statement that can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Headteacher.

Although the school's legal duties for compliance with section 149 of the Equality Act 2010 with regards to the elimination of discrimination, and which are described in the Equality Policy, and with section 175 of the Education Act 2002 with regards to safeguarding and promoting the welfare of children will be reinforced in the Behaviour Policy, reasonable adjustments to the application of the Behaviour Policy may be made by the Headteacher and the staff in order to safeguard vulnerable pupils, and particular those with special educational needs.

**Golden Rules:** At the start of each academic year each class discusses and agrees a set of rules that set out the expected standards of behaviour and that are consistent with the school's values and the Behaviour Principles – each class's 'Golden Rules'. The Behaviour Policy must make reference to these Rules, which the Governors expect to be applied consistently by the school community.

**Rewards and Sanctions:** The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. For consistency, the rewards and sanctions should also be explained to others who have responsibility for pupils, such as those supervising home to school transport. The Behaviour Policy must set out the criteria the school will use to determine when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. The Behaviour Policy must set out the process by which a pupil or parent can

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appeal against a sanction that they believe has been applied unreasonably. The Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour. The Headteacher will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors.

**Home/School Agreement:** To encourage Parents/Carers to support their children's education, the Governors expect the Headteacher to ensure that the Home/School Agreement is consistent with the Behaviour Policy.

**Power to Screen and Search Pupils:** The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school (and as listed below).

**The Use of Reasonable Force or Other Physical Contact:** The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In those cases, where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil behaviour management plans to be drawn up.

**The Power to Discipline beyond the School Gate:** The Governors expect the Behaviour Policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the Behaviour Policy must include the school's lawful response to any bad behaviour when the child is:

- Taking part on any school-organised or school-related activity; or
- Travelling to and from school; or
- Wearing school uniform; or
- In some other way, identifiable as a pupil at the school.

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Even if these conditions do not apply, the Behaviour Policy must consider misbehaviour at any time that:

- Could have repercussions for the orderly running of the school; or
- 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 Accused of Misconduct:** The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

**Items Prohibited or Banned from School:** The following items are prohibited or banned from school: fire lighting equipment (matches, lighters, etc.); knives, including pen knives and craft knives, and any other weapons; alcohol and solvents; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; offensive material (pornographic, racist images etc.); any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any other item that is considered harmful or detrimental to school discipline.

## Helpful References

- Behaviour and Discipline in Schools: Guidance for Governors September 2015. DfE
- Behaviour and Discipline in Schools: Advice for Headteachers and School Staff. February 2016. DfE
- The Equality Act 2010 and Schools: DfE Advice for School Leaders, School Staff, Governing Bodies and Local Authorities. May 2014.
- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies. January 2016. DfE
- Screening, Searching and Confiscation: Advice for Headteachers, Staff and Governing bodies. February 2014. DfE

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- Dealing with Allegations of abuse against Teachers and other School Staff: Statutory Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools. October 2012. DfE

Keeping Children Safe in Education: Statutory Guidance for schools and Colleges. September 2016. DfE