



Statement of General Principles of Behaviour

For the following academies:

St Philip Howard Catholic School

St Mary's Catholic Primary School

Annecy Catholic Primary School

St Joseph's Catholic Primary School

This Policy has been approved and adopted by the
Bosco Catholic Education Trust.

Approved:		For review:	
March 2017		March 2020	

Rationale and Purpose of Statement

The purpose of this statement is to provide guidance for the Headteacher when drawing up the schools' *'Behaviour Policy'* so that it reflects the shared aspirations and beliefs of Trustees, governors, staff and parents (includes carers) for the pupils at the schools, as well as taking full account of law and guidance on behaviour matters.

Also, its intention is to make all school staff aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. They can be confident that they have the governors' support when following this guidance.

It has been drawn up in accordance with the Education and Inspections Act, 2006 and the DfE guidance document *'Behaviour and Discipline in Schools, 2012'*.

It is a statement of principles, not practice and it is the responsibility of the Headteacher to draw up the school's behaviour policy, taking account of these principles. The Headteacher is also to take account of the guidance given by the DfE guidance document.

The *'Behaviour Policy'* is to be publicised in writing to staff, parents and pupils at least once a year.

Principles

The Trustees believe in the following principles:

- High standards of behaviour should lie at the heart of a successful school, allowing all its pupils to make the best possible progress in all aspects of their school life and work, and allowing teachers to teach and promote good learning without undue interruption or harassment.
- All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- The schools should be inclusive and all members of the school community be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end they are to have a clear and comprehensive anti-bullying policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are to be clearly set out and regularly monitored for their effective implementation.
- The schools' legal duties under the Equality Act, 2010 in respect of safeguarding, Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
- Parents should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities, in the local community and in preparation for their life after school. The responsibilities of pupils, parents and school staff with respect to pupils' behaviour are to be outlined in the *'Home-School Agreement'*, which pupils and parents are asked to sign when pupils join the schools.
- The expected standards of behaviour and school rules should be consistently applied by all staff and regularly monitored for their effectiveness. These are to be set out in the *'Behaviour Policy'* and displayed in all classrooms and other relevant parts of the school. They are to be shown and explained to all pupils.
- A wide range of rewards should be applied consistently and fairly, in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These are to be made

clear in the *'Behaviour Policy'* and regularly monitored for their consistent, fair application and effectiveness.

- Sanctions for unacceptable or poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions is clearly described in the *'Behaviour Policy'* so that pupils, staff and parents can understand how and when these are applied. Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions are monitored for their proper use and effective impact.
- The *'Behaviour Policy'* should set out the disciplinary action that will be taken against pupils who 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 document when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff accused of this should not be automatically suspended pending an investigation.
- The Headteacher should include the following in some detail in the *'Behaviour Policy'*:
 - **Screening and searching pupils:** the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors expect authorised staff to be appropriately trained in how to carry out a search.
 - **The power to use reasonable force** (or make other physical contact): the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors expect all staff to be trained in the use of reasonable force and restraint. (See *'Positive Handling Policy'*)
 - **The power to discipline outside the school gates:** disciplining beyond the school gates covers the schools' response to all non-criminal bad behaviour and bullying that occurs anywhere off the schools' premises. The governors must be satisfied, in all situations arising, that the measures proposed by the Head teacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

This statement of principles should be reviewed every three years or as necessary.