



Holy Trinity C of E Primary School

A Church school community aspiring for all to live life to the full

Governing Body Written Statement of Behaviour Principles

Issued October 2022

Next Review September 2023

Committee Full Governors

GENERIC PRINCIPLES

Equalities

We are committed to delivering the content of this document to meet the needs of all staff, pupils and other stakeholders where relevant, irrespective of race, gender and disability.

Safeguarding

Our school recognises and promotes the responsibilities of all adults in protecting pupils. Specific responsibilities involved in ensuring child protection and wider safeguarding procedures are in place and must be adhered to: please refer to Child Protection & Procedures Policy; 'Keeping Children Safe in Education' (2020) and 'Working Together to Safeguard Children' (2018.)

Vision

This vision for our school: ***A church school community aspiring for all to live life to the full***

Community

Where community means all those directly (ie children, staff, parents and governors) and indirectly (eg local schools and organisations) involved with the school.

Aspiring

Where aspiring means wanting the best for our children and families and supporting them to develop the necessary knowledge, skills and understanding to be their best.

Life to the full

Where 'life to the full' means providing a broad range of experiences and opportunities to apply the knowledge, skills and understanding we have to be able to participate in life and not be passive observers of it.

This statement was written and approved by the Governing Body in July 2021. It will be reviewed every year in line with the school's Behaviour Policy.

Rationale and Purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act 2006, Education Act 2011, Use of Reasonable Force Advice July 2013 and DfE guidance (Behaviour and Discipline in Schools, January 2016).
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).
4. The Behaviour Policy is publicised to staff and families on the school website.
5. Points 9, 12, 14 and 15 are included in line with Department for Education guidance.

Principles

1. The Governors of Holy Trinity strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all the pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
2. 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.
3. At Holy Trinity all members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The Anti Bullying Policy should be 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, religious belief (or lack of belief) or background to be clearly set out and regularly monitored.

4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, should be set out in the Behaviour Policy and known to all staff.
5. Parents/carers should be encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour should be outlined in the 'Home School Agreement' which pupils and parents/carers are asked to sign when a pupil joins the school.
6. It is expected that all adults – staff, volunteers, governors and parents – will set excellent examples to the children at all times.
7. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
8. We expect every child to be given a sense of personal responsibility for his/her own actions.
9. The school's Behaviour Policy should clearly outline the extent to which staff may discipline children for behaviours that take place beyond the school gate and outside school hours.
10. The school's Behaviour Policy should set out the expectations of parental behaviour on site and in close proximity to school.
11. Where there are significant concerns over a pupil's behaviour, the school should work with parents to strive for common strategies between home and school.
12. The school should seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
13. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and are avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.
14. The Behaviour Policy should 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.

15. The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

a. 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 would expect authorised staff to be appropriately trained in how to carry out a search.

b. 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 would expect a reasonable number of staff to be trained in the use of reasonable force and restraint.