



## **MODEL STATEMENT OF PRINCIPLES ON PUPIL DISCIPLINE AND BEHAVIOUR**

Governing bodies of maintained schools are required to provide headteachers with a statement of principles on which a school's behaviour policy is based, *while there is no similar requirement for academies, the Board believes that all church school governing bodies should provide such a statement.* This model statement is offered to governing bodies for their consideration. It has been updated following guidance published by the DFE in January 2016 for headteachers, staff and governors on behaviour and discipline in schools.

The Governing Body:

- (a) upholds the Christian belief that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;
- (b) believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;
- (c) aims to provide an environment in which all pupils and staff feel safe and secure *and in which pupils are affirmed, develop resilience and a sense of belonging so that they can talk openly with adults at the school about any problems;*
- (d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will model good behaviour;
- (e) does not tolerate violence, threatening behaviour, abuse or any form of bullying: *everyone* in the school community has a right to respect and an atmosphere which is conducive to learning;
- (f) has a zero tolerance of offensive weapons, alcohol and drugs in school and sanctions the confiscation, retention or disposal of pupils' property in accordance with DFE guidelines which enables staff to search for prohibited items without consent;
- (g) *does not tolerate* the misuse of the internet, *social media, messaging apps* and mobile phones;
- (h) takes firm action against pupils, parents, *or others* who harass members of staff on, or off, school premises and ensures that pastoral care is available to staff accused of misconduct;
- (i) will not discriminate against any pupil on the grounds of: religion, *belief, or lack of religion, or belief;* race; gender; disability; sexual orientation; *gender reassignment; marriage or civil partnership; or pregnancy or maternity;*
- (j) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;
- (k) sets clear expectations of behaviour through clear codes of conduct including behaviour beyond the school gate;
- (l) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;
- (m) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
- (n) ensures that all staff are given access to appropriate training, opportunities to share and to develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;

- (o) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;
- (p) ensures that all new staff are made aware of the behaviour policy *and these principles*;
- (q) ensures commonly agreed teaching, classroom management, *intervention* and behaviour strategies are used;
- (r) *ensures that there is an effective pastoral system in place which can address root causes of disruptive behaviour and enables early signs of mental health problems to be referred or addressed appropriately*;
- (s) ensures that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour;
- (t) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

In addition to the above, the Governing Body expects the headteacher to:

- (i) draw on the following DFE guidance when drawing up or reviewing the behaviour policy
  - screening, searching and confiscation;
  - use of reasonable force;
  - dealing with allegations of abuse against teachers and other staff;
  - behaviour and discipline in schools advice for headteachers and school staff;
  - *preventing bullying; and*
  - *mental health and behaviour in schools.*
- (ii) comply with the legal requirements in drawing up the behaviour policy, ie, to include measures which:
  - promote good behaviour, self discipline and respect;
  - prevent bullying;
  - ensure pupils complete assigned work; and
  - regulate the conduct of pupils.



M Wightman  
 Chair of Governors  
 Agreed 28<sup>th</sup> February 2017