



## **St. Ethelbert's RCP, Bolton**

### **Governors' Written Statement of Behaviour Principles**

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012).

The purpose of this 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 children in our school, as well as taking into account the 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 support of governors when following this guidance.

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 must also take account of the guidance in the DfE publication '*Behaviour and Discipline in Schools*'. The school's behaviour policy must be publicised, in writing, to staff, parents/carers and pupils at least once per year.

### **Principles**

- The school's Mission Statement and aims reflect its Catholic ethos; this underpins every aspect of school life, including our policy and principles for managing behaviour
- We believe that high standards of behaviour lie at the heart of a successful school, enabling all pupils to make the best possible progress, as well as promoting good learning without undue interruption or harassment
- All staff and pupils have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between each other. All visitors to school should feel safe and free from the effects of poor behaviour
- St. Ethelbert's RCP is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). To this end, the school must have a clear Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and, where appropriate, incidents recorded
- The school's legal duties under the Equality Act 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff
- Parents/carers should be encouraged and helped to support their child's education. Children should be helped to understand their responsibilities during their time in school, in the local community and in preparation for their life after school.
- Expectations for behaviour should be clearly stated in the Behaviour Policy. Rules should be displayed in the classroom and around school where appropriate. These

should be shared with and explained to the children. The governors expect rules to be consistently applied and regularly monitored for their effectiveness

- Governors would like to see a wide range of rewards, which are consistently and fairly applied in such a way as to encourage and reward good behaviour. These should also be reviewed and monitored to ensure their consistent and fair application
- 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. The governors feel that exclusions, particularly those that are permanent, must only be used as a last resort. 'Unofficial' exclusions are illegal and must not happen. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act. Sanctions should be monitored for their proper use and effective impact
- The Behaviour Policy should set out the disciplinary action that will be taken against students 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 guidance when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their power
- The governors expect the Headteacher to include the following in the Behaviour Policy:
  - The power to use reasonable force or to make 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 should be restrained. Governors expect all staff to be trained in the use of reasonable force and restraint
  - The power to discipline outside the school gates; disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The governors must be satisfied that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

Review: The Statement of Principles will be reviewed every two years or as necessary. The school's Behaviour Policy will be reviewed annually.

Reviewed November 2020