

STATEMENT OF BEHAVIOUR

St Mary's Catholic Primary School

Rationale and purpose

1. The Statement has been drawn up in accordance with the Education and Inspection Act and latest DfE guidance.
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Pastoral Care and 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 Pastoral Care and Behaviour Policy, though they must take account of these principles 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 Headteacher and school staff.
4. The Behaviour Policy is available on the school website for staff, families and interested third parties.

Principles

1. The Governors of St Mary's Catholic Primary School 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 themselves. 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. St Mary's Catholic Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort.
The school has a clear and comprehensive Anti-bullying Policy and a Pastoral Care and Behaviour Policy that is available to all; it is 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 is clearly set out and regularly monitored for their effective implementation.
4. The school's legal duties under the Equality Act in respect of safeguarding pupils with special educational needs and/or disabilities and all vulnerable pupils is set out in the Pastoral Care 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 of pupils' behaviour are part of the Code of Conduct which parents/carers are asked to sign up to when a pupil joins the school.

6. The School Mission, upon which school and classroom rules are based, is clearly stated in the Pastoral Care and Behaviour Policy.

The rules should set out expected standards of behaviour and are to be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness by the Headteacher.

7. 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 Pastoral Care and 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 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 if he or she fears that one may take place. Sanctions should be monitored for their proper use and effective impact.

8. Staff are to be supported in such cases where they are accused of abuse by a child. Staff so accused should not be automatically suspended pending an investigation.

9. The Governors expect the Headteacher to exercise her discretionary powers for such cases involving:

a) The searching of pupils and their property: 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.

b) The power to use reasonable force or make other physical contact: the situation in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated.

Governors would expect all staff to be trained to use 'reasonable force', in which pupils may be restrained.

c) The power to discipline outside the school gates:

disciplining beyond the school gates covers the school's response to all non-criminal/ anti-social behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that any measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

d) When to work with other agencies to assess the needs of pupils who display continuous disruptive behaviour.

e) The provision of pastoral care for teachers accused of misconduct and include disciplinary action against any pupil who makes a malicious allegation against a member of staff

Approved by Full Governing Body in March 2019

To be reviewed by March 2021