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Behaviour Principles Written Statement

RATIONALE AND PURPOSE

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2014). The purpose of this statement is to provide guidance for the Principal 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 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.

This is a statement of principles, not practice; and the Principal has drawn up the school's behaviour policy, taking account of these principles.

The Principal will also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Principals and staff. The school behaviour policy shall be publicised, in writing, to staff, parents/carers and children at least once a year.

This statement is informed by our values and mission statement:

MISSION STATEMENT

At St Mark's Church of England Academy we create a challenging learning environment and have high expectations of all students. We believe we can all learn, as we inspire everyone to achieve their God given talent. We encourage staff to teach with excitement, as they consistently give their best; placing us as leaders for research and training in teaching and learning,

At St Mark's, we are a diverse community of life-long learners, placing learning at the heart of everything we do. Our curriculum is rich and prepares young people for university life and future transitions, in an ever changing society.

At the academy we lead with our Christian values of love, hope and trust; nurturing and strengthening faith and spiritual values. Our positive relationships and learning are enriched when promoted in a safe, caring, and supportive environment, which encourages parental involvement, community partnerships, and the building of character.

SAFEGUARDING STATEMENT

St Mark's CofE Academy is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Our Values and Ethos

St Mark's CofE Academy is committed to ensuring mutual respect and a co-operative working atmosphere. We aim to ensure pupils understand:

1. that each individual, student or member of staff, is a unique creation in the image of God,
2. that our values in turn are underpinned by our status as a faith school guided by Church of England doctrine and principles, which help us understand the concepts of right and wrong
3. the expectations on their behaviour are based on the rules of the school as set down by the governors
4. that our expectations are grounded in the Academy's values of love, hope and trust
5. that a school is first and foremost a place of learning and teaching and that any behaviour that disrupts the learning of others must be managed
6. pupils' individual needs are set against the needs of the academy community as a whole
7. we maintain a climate where we accept praise and constructive criticism and in which all can be positive about their achievements and the achievements of others.

Objectives

The governors expect the following principles to be shared and consistently applied by all staff and regularly monitored for their effectiveness.

We aim to:

maintain clear, consistent systems of behaviour management, with Academy's Rules and expectations clearly stated in the Behaviour Policy. With clear displays in all classrooms and other, relevant parts of the school and shared with and explained to students, members of staff and parents.

1. Provide opportunities for students to understand the types of behaviour which are and are not acceptable in the Academy
2. operate the established systems within the school to deal with disruptive and unhelpful behaviour as well as to reward those who meet our expectations
3. give students and families clear guidance on their rights as well as their responsibilities
4. inform and involve parents and carers when and where appropriate to ensure they are supporting the aims as stated above
5. maintain close liaison with external agencies including the police, social care and others
6. support staff to empower them to deal effectively with challenging behaviour
7. ensure that the curriculum reflects the needs of the full range of students
8. ensure high levels of engagement and minimise off-task behaviour through consistently high-quality teaching.

Behaviour Principles

Governors' Written Statement of Behaviour Principles

- That all stakeholders should actively promote equality irrespective of race, gender, age, sexuality, religion or disability.
- The • Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- Sanctions should be clearly described in the Behaviour Policy so that students, staff and parents can understand how and when they are applied. When necessary, student will be given the opportunity to reflect on, and learn from, their behaviour and to make reparation wherever possible. The Governors feel that exclusions, particularly those that are permanent, must be used only as a very last resort.
- 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 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.
- The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:
- 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 would also explain how and when children may be restrained. Governors would 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 schools response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises.
- The governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and children know that sanctions can be applied in these circumstances.
- All children, staff and visitors have the right to feel safe at all times at school
- To eliminate all forms of discrimination, harassment or bullying, including the use of offensive language, and will at all times promote tolerance and respect with regards to disability, age, gender, religion or belief, sexual orientation and race
- That positive, strong relationships exist throughout the school, which lead to the mutual respect between all members of our community that encourages good behaviour.
- That given our duty of care to the students, this written statement and the policies that are influenced by it apply to all students when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the St Bernard's community off-site.

References

Keeping children safe

'Ensuring Good Behaviour in Schools' (Updated September 2019):

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>

'Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion' (September 2012):

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

The DfE webpage on behaviour contains other useful information and links on behaviour related matters:

<http://www.education.gov.uk/schools/pupilsupport/behaviour>

School's may also find Charlie Taylor's guidance 'Getting the Simple Things Right' (2011) and behaviour checklists useful:

<http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>