

St Lewis' Catholic Primary School



Written Statement of Behaviour Principles

The School Mission Statement

To belong to our school community, to believe in ourselves and Jesus and to become all you are meant to be, following the footsteps of Christ.

Signed by:

A.M. Harvey

22.01.25

Head of School

Date:

M.McGarry

Chair of governors

Date:

22.01.25

Written Statement of Behaviour Principles

Under the Education and Inspections Act 2006, governing bodies are required to publish a statement of behaviour principles for their school.

The governing body of St Lewis' Catholic Primary School, guided by our Mission Statement: "to belong to our school community, to believe in ourselves and Jesus and to become all you are meant to be, following the footsteps of Christ", has therefore determined and approved these general principles which reflect the school's ethos and recognises that effective learning and development relies on good standards of behaviour.

St Lewis' is an inclusive school. We are committed to promoting respect, fairness and inclusion and these are the principles underlying the Behaviour Policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community. We will do this through an ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.

Right to feel safe, included and equal at all times:

- All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave inclusively, responsibly and to treat each other with respect.
- All members of the school community must understand that bullying, harassment, discrimination or prejudice of any kind is unacceptable even if it occurs outside normal school hours – whether it be racial, ethnic, gender, sexual orientation, religious or age-based. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate these in any form.
- The school's legal duties in order to comply with the Equality Act 2010 will be further reinforced through the Behaviour Policy and Anti Bullying Policy and seek to safeguard vulnerable children.
- Any kind of violence, threatening behaviour or abuse between children, or by children / parents / carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if they continue to cause disturbance, they may be liable to prosecution.
- We recognise some children may need additional support to meet behaviour expectations. Out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside rewards and sanctions – exclusions and expulsions are to be used only as a last resort where other measures fail.

High standards of behaviour:

- The governing body strongly believes that high standards of behaviour lie at the heart of a successful school.
- Good teaching and learning promote good behaviour and good behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- The governing body also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of children outside school in encouraging them to become successful citizens.
- We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.
- Sanctions for unacceptable/poor behaviour should also be in place to help children to understand when behaviours need to improve.
- The governing body expects that any systems of rewards and sanctions are explained to others who have responsibility for children such as extended school provision so that there is a consistent message to children that good behaviour leads to positive outcomes.
- The systems of rewards and sanctions must be regularly monitored for consistency, fair application and effectiveness.

Home/School Agreement:

- The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the children should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which will be signed when a child joins the school.

The use of reasonable force and powers to search:

- The governing body expects the Positive Handling Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but the governing body agrees it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):
 - in self-defence or to keep individuals from harming, or further harming, themselves or others
 - where there is a risk of significant damage to property
 - to search children for weapons / stolen property
- The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.
- There is a statutory duty to record and report all significant incidents including all use of force.
- Where a risk has been identified a 'Behaviour Management Plan' may specify a particular physical intervention technique for the child concerned.
- To keep the children and staff safe, the headteacher will utilise their powers to search in order to keep individuals from harming, or further harming, themselves or others.

The power to discipline for behaviour outside the school gates:

- The governing body expects the Behaviour Policy to set out the school's response to non-criminal unacceptable behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any unacceptable behaviour when the child is:
 - taking part in any school-organised or school-related activity,
 - wearing school uniform, or
 - identifiable as a child at the school
- Even if the conditions above do not apply, the Policy must take account of unacceptable behaviour at any time which:
 - could have repercussions for the orderly running of the school,
 - poses a threat to another child or member of the public or
 - could adversely affect the reputation of the school.

Pastoral care for school staff:

- The governing body would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation.
- The governing body would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.