



STATEMENT OF PRINCIPLES ON PUPILS' DISCIPLINE AND BEHAVIOUR

St Jude's CE Primary School exists to serve its community by providing education of the highest quality within a Christian framework of values and beliefs.

We help children to achieve their full potential by fostering a sense of belonging, encouraging their determination, faith, respect and love for each other, and teaching the importance of being honest, selfless and thankful.

We, the Staff and Governors of St. Jude's School, want to develop and maintain professional relationships. This involves mutual respect and understanding, sensitivity to the needs and contributions of others and an enthusiastic commitment to our aims.

We will seek to maintain good working relationships among the staff and with children, parents and others who come in contact with the school.

We welcome those coming into the school with a similar commitment to uphold these principles and aims.

Our aims are:

- to ensure that the Christian faith is taught and lived out in the school community.
- to provide the highest possible standard and most efficient use of staff, facilities and resources.
- to meet the demands of a changing society by being sensitive and responsive to developments in education and the community.
- to enable each child to achieve their full potential by preparing them to meet the challenges of the next stage of their educational, social and spiritual development.

All stakeholders have been consulted and their views incorporated into the Statement of Principles on Pupil Discipline and Behaviour that underpins the school's Behaviour Policy .

The Governing Body:

- (a) believes 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;
- (d) believes that pupils learn by example and it is expected, therefore, that all adults in the school and the school community will be models of good behaviour – see Parent Code of Conduct;
- (e) does not tolerate violence, threatening behaviour, abuse or any form of bullying: all in the school community have 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 the misuse of the internet and mobile phones *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) may take action against pupils or parents who harass members of staff on or off school premises *and ensures that pastoral care is available to staff accused of misconduct*;
- (h) will not discriminate against any pupil on the grounds of religion, ethnicity, gender, disability or sexual orientation;
- (i) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;
- (j) sets clear expectations of behaviour through clear codes of conduct *including behaviour beyond the school gate*;
- (k) 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;
- (l) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
- (m) ensures that all staff are given access to appropriate training, opportunities to share and develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
- (n) ensures that all new staff are made aware of the Behaviour Policy ;
- (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 commonly agreed teaching, classroom management and behaviour strategies are used;
- (q) *ensures that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour*;
- (r) 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;
- (s) will ensure the Behaviour Policy is published on the school's website.

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*; and
 - *behaviour and discipline in schools advice for headteachers and school staff*.
- (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*.