

THE DOVE-SHELL FEDERATION

East Crompton St James' CE (VA) Primary School

St Thomas' Moorside CE (VA) Primary School



BEHAVIOUR PRINCIPLES WRITTEN STATEMENT

Date of Policy / Reviews	Author(s)	Approved by Gov. Body	Signed	Date for review
January 2016	A Laskey	March 2016	K Jackson	Jan 2018

Behaviour Principles Written Statement

The Dove-Shell Federation Governing Body of St Thomas' Moorside and East Crompton St James' Schools is charged with the duty to set the framework of the school's behaviour policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all staff and students. The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles which the Governors expect to be followed. The policy aims to underpin the Governors' duty of care to students and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's web site.

Given that our school is founded on the consistent application of long-established practice, this statement and the behaviour policy will be reviewed every two years, unless changes at national or local level necessitate an exceptional review.

Our school's behaviour principles have our Mission Statements as their foundation:

Our vision for St Thomas' Moorside is one where

As friends and family we work together to provide a stimulating, enthusiastic and caring environment, where everyone experiences personal success.

East Crompton St James'

Our vision for learning is to enable all children to achieve their full potential through an enjoyable, imaginative, creative and challenging curriculum, using focused and differentiated planning, practical activities and development of independence.

Mission Statement:

'Nurturing hearts and minds to love Jesus, love others and achieve our best.'

Our Principles

- Providing an outstanding quality of care, support and guidance for all children and their families and recognising parents and carers as partners in their children's education and spiritual development, respecting them as having a vital contribution to make.

- Provide a safe, stimulating and supportive learning environment that motivates and challenges pupils to achieve their full potential and every child feels they are valued and know their contribution to everyday life is important.

- Work together to develop an understanding of the Christian faith, enable spiritual growth through church and community links.

- To learn about and gain respect for other religions and their beliefs.

- Value and support all those involved in school and give them the opportunity to develop their individual potential and to never lose the enthusiasm to learn.

- Maintain the ethos of trust and corporate responsibility as well as all working together as a team.

- Encourage personal, social and physical development through a wide range of extra-curricular activities both within school and the wider community.

- Nurture fruitful and caring relationships, equality , tolerance, respect, and offering forgiveness between all members of the school community through Christian values.

Expectations

- All members of the school community, at all times, behave in a polite and considerate manner showing respect for themselves, each other and to the school itself.
- Pupils behave in a manner which supports their own learning, and that of other students, and does not jeopardise the health and safety of any member of the school community.
- Pupils and staff will not use offensive language, will adhere to the anti-bullying policy and will at all times promote tolerance and respect with regards to disability, age, gender, religion or belief, sexual orientation and race.
- That the school's behaviour policy will be applied with consistency and fairness, with regard to each individual situation.
- That the emphasis will be on encouraging positive behaviour through high expectations; the modelling of good behaviour; a focus on learning; and praise and rewards.
- That sanctions, when necessary, will enable the student to reflect on, and learn from, their behaviour and to make reparation wherever possible.
- That each pupil receives behavioural support according to their need.
- That the focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion. However, when making decisions the Headteacher must balance the needs of the individual with those of the wider school community and where student behaviour places others at risk, the safety of the student body as a whole is paramount. Considering this, the Governing Body support the right of the Headteacher to exclude for a single offence, permanently if necessary, where it is considered that allowing the student to remain in school would seriously harm the education or welfare of that student or others in the school.
- That given the overriding need to keep the students and staff safe, the Headteacher, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- That given our duty of care to the pupils, 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 Dove-Shell Federation.

References

Behaviour and discipline in schools: a guide for head teachers and school staff. DfE 2012

Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools, DfE, 2012

Ensuring good behaviour in schools: a summary for head teachers, governing bodies, teachers, parents and pupils. DfE 2012

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