

Governors' Written Statement on Behaviour Principles

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, 2012).

The purpose of the Statement is to provide guidance for the Head teacher in drawing up the school's 'Behaviour and Attendance Policies' so that they reflect 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.

This is a statement of principles, not practice: it is the responsibility of the Head teacher to draw up the school's behaviour policy, though she must take account of these principles when formulating this. The Head teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and school staff (2012).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and pupils at least once a year.

Principles

St John the Baptist is an inclusive school and we believe in creating opportunities for all young people to be successful.

We aim to create a welcoming, caring environment where relationships are based on respect and Christian values. St John's are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We are an Attachment friendly school (See appendix 1) and we use the Thrive approach (See appendix 2). Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline using emotion coaching responses. It echoes our core values where relationships are based on respect and Christian values.

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school that enables all its pupils to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without undue interruption or harassment.

The Governors are committed to working with our young people, parents and carers and where appropriate with support from internal and external agencies, to modify behaviours

and improve progress. We support each pupil to achieve their best and access their learning by striving to provide an appropriate curriculum through the delivery of well-planned lessons. Within this we realise that every pupil has a right to a safe environment, and that the unacceptable behaviour of the individual must not threaten the education or well-being of the school community.

All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school has a clear and comprehensive Anti-bullying Policy that is known and understood by all and 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 are clearly set out and regularly monitored for their effective implementation. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable pupils are set out in the school's policies and known to all staff.

The Governors believe that to promote behaviour for learning teachers must plan demanding, interesting and well-paced lessons which engage pupils. We require teachers and all members of our learning community to have high expectations; to empower themselves by following the school systems, being consistent in the use of the 'Behaviour and Attendance Policies' using praise frequently to reinforce the behaviour that supports learning.

There is an expectation that incidents of positive and negative behaviour, attendance and punctuality, incidents and concerns are recorded to ensure that both positive and negative behaviours are monitored and will prompt consequences; both rewards and sanctions.

The Governors expect the Head teacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and Other Staff guidance document 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 policy should outline disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

- *Screening and searching pupils*: 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 search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.
- *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 should also explain how and when pupils may be restrained. Governors would expect all staff to understand what the terms reasonable force and restraint mean.
- *The power to discipline outside the school gates*: disciplining beyond the school gates covers the school's 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 head teacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

- *Multi Agency Assessment:* the stage in which multi-agency involvement should be considered for pupils who display continuous disruptive behaviour is to be explicit in the policy.

Persistent or serious behaviour will lead to fixed term or permanent exclusion from school. The Head teacher will only permanently exclude a student when it has demonstrated that there is no alternative outcome. This sanction is the absolute last resort when all other efforts have been explored.

Reviewed April 2019 - No changes

Reviewed Spring 2021 – changed highlighted in bold text and appendix 1 and 2 added

Reviewed Spring 2022 – no changes

Reviewed Spring 2023 – no changes

Reviewed Summer 2024 – no changes

Reviewed Summer 2025 – no changes

Appendix 1 – Attachment

We are an Attachment Aware School.

IN THIS SCHOOL
WE ARE TRAUMA– INFORMED
WE CONNECT BEFORE WE CORRECT
WE STAY CURIOUS NOT FURIOUS
WE UNDERSTAND BEHAVIOUR IS
COMMUNICATION
WE BELIEVE IN CO-REGULATION,
THAT KIDS REGULATE
OFF THE ADULTS IN THEIR LIVES
WE THINK CAN'T—NOT WON'T
WE EMPATHISE WHEN SOMEONE IS
FLIPPING THEIR LID
WE BELIEVE IN RESTORATION NOT PUNSHMENT
WE BELIEVE THAT RELATIONSHIPS BUFFER STRESS
AND BUILD RESILIENCE
ALL OF US NEED ONE ANOTHER, ALWAYS.
RESILIENCE MEANS, WE SEE YOU, WE HEAR YOU,
WE ARE WITH YOU....

We have two trained attachment leads within school Mrs Vicki Dixon and Mrs Tracey Ogden. They are responsible for the continuous development of attachment practices and they support staff to implement strategies.

We adopt the **PACE** approach across school;

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Appendix 2

Thrive Approach:

We are a THRIVE school. For us, this means that we aim to have THRIVE within our whole school ethos and THRIVE approaches across our whole setting.

Thrive is a systematic approach to the early identification of emotional developmental need in children and young people so that differentiated provision can be put in to place quickly by adults working most closely with the child or young person. The Thrive Approach can make learning more accessible, more effective and more fun. It enhances emotional literacy and directly contributes to the development of learning power . The approach is informed by up to date neuroscience, attachment theory, learning theory, child development, studies and research into risk and resilience factors.

We need to address pupils' emotional developmental needs as this helps to build resilience and resourcefulness, helping to decrease the risk of mental illness. For those pupils who have been excluded from school, who may have adverse childhood experiences, Thrive enables them to be met in the most supportive way. It supports staff to have a good enough theoretical understanding of what is going on for these pupils to provide the pupils with the most useful set of skills to know what to do and how to do it. This then will allow pupils to re-engage in learning and increase their life chances.

The Thrive Approach offers practical, effective tools and techniques that work alongside the online assessment and action plan tool, that screen pupils emotional development within six developmental strands.