

# St. Thomas of Canterbury Catholic Academies Trust



**Thomas Becket  
Secondary**



**St. Gregory's  
Primary**



**St. Mary's  
Primary**



**The Good Shepherd  
Primary**

## Behaviour Principles Written Statement

The Trust Board of St Thomas of Canterbury Catholic Academy Trust 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 Trust expect to be followed. The policy aims to underpin the Trusts' 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.

Our school's behaviour principles have the Trust Mission Statement as their foundation

“Inspired by Christ to achieve excellence, to serve and to build hope for all”

## Our Principles

- To recognise that each individual, student or member of staff, is a unique creation in the image of God, and deserves to be valued equally.
- That all will actively promote equality irrespective of race, gender, age, sexuality, religion or disability.
- To follow Christ's example by providing a living testimony to the goodness and presence of God and so to prepare our students for a fuller participation as followers of Christ in the life of their community.
- To provide a positive and supportive environment in which staff and students can maximise their skills and to support them in fulfilling their potential for the benefit of themselves and the wider community.
- To provide full opportunity for our staff and students to develop their individual talents and build a strong foundation for their future.
- To develop effective leadership throughout all levels of the staffing structure and to use this to create a successful teaching environment where the high expectations of students, staff, School Committee Representatives and Directors are met.

- That all feel safe and secure
- To eliminate all forms of discrimination, harassment or bullying.
- That positive, strong relationships exist throughout the school, which lead to the mutual respect between all members of our community that encourages good behaviour.
- To enable leaders to lead, teachers to teach and students to learn.

## **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.
- Students 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.
- Students 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 student 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 Trust Board 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 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

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

Exclusion from maintained schools, Academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion, DfE September 2017

Exclusion from maintained schools, Academies and pupil referral units in England: Government consultation response July 2017