



ST. JOHN THE EVANGELIST CHURCH SCHOOL

Bath and Wells Multi Academy Trust

Behaviour and Discipline Policy September 2021

This policy should be read in conjunction with the school's Safeguarding policy

1 Introduction

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with St John the Evangelist Church School's aims and values, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour and the provision of reasonable adjustments, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

2 Aims and objectives

- 2.1 Our school vision is "Love, Learn and Together We Soar." It is a primary aim of our school that every member of the school community feels loved, valued and respected, and that each person is treated fairly and well so that they can feel safe and confident to learn and ultimately soar to be the *best version of themselves*. We are a caring community, working to a set of core Christian values and learning behaviours all of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. A vital part of our caring and nurturing approach is to always seek to understand a child's specific behaviour, especially where they may struggle or find appropriate behaviours difficult, before any action is taken. This is done in close partnership with parents and carers.
- 2.2 To promote and make clear our expectations, and to ensure children have ownership of positive behaviour choices, each class has a Full Value Contract. This is a set of statements or class "rules" agreed between the adults and children in the class at the start of the school year and that are designed to ensure every member of that class feels safe, happy and is able to learn. However, our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.

- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.
- 2.6 The school aims to promote good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

3 Rewards and sanctions

- 3.1 We praise and reward children for good behaviour in a variety of ways:
- Staff praise children for considerate, positive and kind behaviour in such a way as to underline its value to our school. This good behaviour is expected as the norm and staff make it a priority to notice children meeting this expectation.
 - Staff award house points for particularly good behaviour, consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- 3.2 The school employs a range of strategies to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. This is explained in detail in appendix 1 – “Behaviour at St John the Evangelist Church School: Rewards and Sanctions”.
- 3.4 The class teacher agrees a Full Value Contract in their class. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- 3.5 The school does not tolerate peer on peer abuse of any kind. If we discover that an act of bullying, intimidation or any other such act of peer-on-peer abuse has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate these behaviours, we do everything in our power to ensure that all children attending school feel free from fear of any kind from others.
- 3.6 Teachers in our school do not use any kind of physical force as punishment. We aim to diffuse a situation and may only intervene physically to restrain children in order to prevent injury to another child or adult, or if a child is in danger of hurting him/herself. We adhere to the Team Teach approach for any kind of physical restraint, as endorsed by the Bath and Wells Multi Academy Trust. Key staff are trained to administer restraint strategies on the rare occasion they may be necessary.

4 The role of the class teacher

- 4.1 It is the responsibility of class teachers to ensure that the Full Value Contract expectations are enforced in their classes and at playtime and lunchtime, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve well.
- 4.3 The class teacher treats each child fairly, and enforces the Full Value Contract consistently. The teachers treat all children in their classes with respect and understanding.
- 4.4 If a child misbehaves repeatedly in class, in the first instance the class teacher deals with incidents him/herself in the normal manner by moving a child through the traffic light system (see appendix 1). However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher or leadership team. This may include recording a child's behaviour using school equipment in line with the digital images policy.
- 4.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SEND) discuss the needs of a child with the education social worker or a behaviour support service.

- 4.6 The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the headteacher

- 5.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

6 The role of parents and carers

- 6.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 6.2 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 6.3 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Local Governing Committee (LGC), in accordance with the BWMATs Complaints Policy.

7 The role of governors

- 7.1 The Local Governing Committee (LGC) has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 7.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.
- 8.2 The school follows the national Exclusions Guidance, as advised by the BWMAT.
- 8.3 Only the headteacher (or an acting headteacher) has the power to exclude a child from school. In exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 8.4 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 8.5 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 8.7 The LGC has an Admissions committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 8.9 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9 Incidents involving drugs, alcohol and weapons

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, refer to the guidelines in the administering medication policy.
- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified.
- 9.3 The school will take very seriously the bringing to school and/or use of any weapons in school. The parents or guardians of any child involved will always be notified.

10 Misuse of technology, including school resources, mobile phones and social media

- 10.1 As set out in section 13 of our Safeguarding Policy, it is our duty to protect children from harm when using technology and online resources. As part of our behaviour management in school we seek to support children to have safe and appropriate access to technology of all forms, including laptops, ipads, internet access etc. This is achieved both through regular monitoring and systems, such as robust filtering, but also through teaching children how to manage themselves safely online, in and out of school.
- 10.2 Pupils are not allowed their own devices in school and the school will take very seriously any incidence where a child is found with a personal device in school. The parents or guardians of any child involved will always be notified.
- 10.4 One permissible exception to 10.2 is that the school allows children in Years 5 and 6 to bring a mobile phone to school if they have permission to walk independently. Parents, School and Child are all required to read and sign a Walking to School contract and a Mobile Phone Safe Use contract before this is permitted. Phones must be handed into the office daily and it is the child's responsibility to collect their phone on their way home. We will take very seriously an incidence where this procedure is not adhered to.
- 10.3 Sometimes, a child's actions online out of school can impact on behaviours and relationships in school. Where such behaviours occur, the school will seek to work alongside parents or guardians to support the child to rectify this behaviour. However, the school cannot be held responsible for any misuse of personal devices or the actions of a child when online outside of school.

11 Monitoring and review

- 11.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the LGC on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2 The school keeps records concerning incidents of misbehaviour. The headteacher records serious incidents which have resulted in his/her involvement.
- 11.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.4 It is the responsibility of the LGC to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The LGC will pay particular attention to matters of equality and discrimination.
- 11.5 The LGC reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date:

Appendix 1: Behaviour at St John the Evangelist Church School: Rewards and Sanctions