



ST. JOHN THE EVANGELIST CHURCH SCHOOL

Bath and Wells Multi Academy Trust

Behaviour and Discipline Policy Summer 2017 (updated Jan 2018)

This policy should be read in conjunction with the school's digital images 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, 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 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values 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. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 Each class has a Full Value Contract but 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. There is a separate Full Value Contract for playtime and lunchtime.
- 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 behaviour in such a way as to underline its value to our school.
 - 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. There is a separate FVC for playtime and lunch time that the whole school community has signed up to..
- 3.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school 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.

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 Board, in accordance with the BWMATs Complaints Policy.

7 The role of governors

- 7.1 The Local Governing Board 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 LGB has a 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 Drug and alcohol related incidents

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.

10 Monitoring and review

10.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the LGB on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps records concerning incidents of misbehaviour. The headteacher records serious incidents which have resulted in his/her involvement.

10.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

10.4 It is the responsibility of the LGB to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The LGB will pay particular attention to matters of equality and discrimination.

10.5 The LGB 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

Appendix 2: Pupil led anti-bullying policy