

Bethany School Good Behaviour and Discipline Policy

November 2020

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INTRODUCTION

Bethany School seeks to create an atmosphere in which effective teaching and learning can take place. Adults and children flourish best in an ordered, positive environment, therefore we work to maintain fair discipline throughout the school, with clear behavioural norms that all staff, parents and pupils uphold. In this way, the physical, emotional and spiritual welfare of our pupils and staff is protected and our statutory requirement to promote the well-being of children and protect them from harm is in line with the DfE's statutory guidance 'Keeping Children Safe In Education' 2020. Our Christian faith contributes significantly to the high value we place on the moral and spiritual development of our pupils and the contents of this policy.

AIMS AND PRINCIPLES

Bethany School understands that every child is made in God's image and acknowledges the Biblical command to parents to nurture and instruct their children, with the ultimate accountability for a child's behaviour resting with the parents. The School bases its behaviour expectations on Biblical principles relating to good behaviour and discipline, in the context of love, nurture and correction. We acknowledge that

"All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work." (2 Timothy 3: 16 - 17)

Our behaviour principles are based on what the Bible says about the way God wants individuals to behave, personally and in community. They reflect that God has all authority, is righteous, just, merciful, gracious, slow to anger and His commandments are not harsh but for our blessing. Some principles we aim to address are

- An understanding of God's absolute goodness and justice
- An understanding that every person is made in God's image and loved, and is therefore worthy of respect and tolerance

- The development of a child's own conscience and ability to discern right from wrong in order to make wise choices
- An understanding that people are accountable for their actions, and that actions have consequences (rewards for good behaviour and sanctions for wrongdoing)
- Respect for legitimate authority given by God to parents, teachers and in wider society
- That a structured, ordered, pleasant, positive and motivating environment is important
- Self-discipline by taking responsibility for learning, attendance and behaviour and setting a good personal example is expected
- Teaching (and modelling) how to form and maintain healthy relationships
- Teaching Godly principles of community living (being actively involved in making the School and wider community a good and safe place)
- Showing that God's justice demands that wrongdoing is punished, and that His mercy and grace in substituting Jesus in our place reveals His great love for His people.
- We can demonstrate Christ-likeness by having clear behaviour expectations but having compassion on those who fail by being long-suffering and kind.
- However, like Him, we do not accept continued, wilful disobedience and in these cases appropriate sanctions will be applied.

ROLES AND RESPONSIBILITIES

Governors - The Governors of Bethany School take their responsibility to promote good behaviour and discipline seriously in relation to the Education and Inspections Act 2006, and DfE Guidance for Governing Bodies. They will set the expectations and terms of this policy in conjunction with the Head Teacher and with input from staff, review the policy regularly, carry out appropriate discipline reviews and ensure that it is published on the school website.

Staff - All staff and volunteers have a responsibility to ensure that this policy is consistently applied throughout the school and should provide mutual support to colleagues. They should model the high standards of behaviour and respect expected from pupils, provide effective monitoring, supervision and praise and enforce sanctions where needed. Staff should always consider if behaviour may be linked to a child suffering, or being likely to suffer, significant harm, in which case the School's Safeguarding Policy should be followed. Staff also have a responsibility to teach the pupils that there are times when a person may make requests of children that are harmful, inappropriate or unsafe. Pupils should be enabled to recognise these situations and know that they can and must say 'no', and tell someone they trust.

Pupils - All pupils are encouraged to report incidents of bullying to a teacher and have an increasing level of responsibility for their own behaviour as they mature. They should usually conform to the Bethany School norms, and understand that actions always have consequences.

Parents – Bethany School recognises the parents' primary responsibility for training up their children

"Children, obey your parents in the Lord for this is right 'Honour your father and mother' which is the first commandment with a promise." (Ephesians 6: 1-2)

"Train up a child in the way he should go, and when he is old he will not depart from it" (Proverbs 22:6)

We acknowledge that each family's set of rules is unique, with differences in both behaviours and consequences, so that when families join together in a school like Bethany the children will bring many different family norms. For the school to function effectively, our Bethany School norms need to be supported by teachers, parents and pupils alike. Parents are responsible for their own child's attendance and behaviour inside and outside school and are encouraged to set high standards and to fully support the School's Good Behaviour and Discipline Policy.

BEHAVIOURAL NORMS AND RULES

Bethany School norms are a set of general and wide reaching expectations, behaviours and attitudes which, when followed, will create a safe and orderly school environment, conducive to learning and honouring to God. In addition to these norms there are other specific common sense or health and safety rules that are amended from time to time and publicised in school, such as playground behaviour guidelines.

“For the grace of God has appeared that offers salvation to all people. It teaches us to say ‘no’ to ungodliness and worldly passions and to live self-controlled, upright and Godly lives” (Titus 2:11-12)

Quiet, gentle and calm

*“Words of the wise, spoken quietly, should be heard rather than the shout of a ruler of fools.”
(Ecclesiastes 9: 17)*

*“The tongue of the wise uses knowledge rightly, but the mouth of fools pours forth foolishness.”
(Proverbs 15: 2)*

“Let your gentleness be known to all men. The Lord is at hand.” (Philippians 4: 5)

- Inside the building we should be quiet, gentle and calm.
- At times there will be no talking (on the stairs, during lessons).
- Settling down at the start of the day and at the start (or end) of any activity (prayers, lessons, lunch) should be automatic.
- Children should become quiet, looking for the start of the lesson when teachers enter a room. The teacher should acknowledge this response. A teacher or parent should not have to struggle to get any group to settle down before a lesson begins.
- There will be times when conversation is encouraged and the adult who is in charge will announce these.
- Movement around the school must not be rowdy.

Politeness, good manners and truth

“Let every man be swift to hear, slow to speak” . . . (James 1: 19)

“Avoid foolish and ignorant disputes, knowing that they generate strife.” (2 Timothy 2: 23)

- A high degree of politeness is expected: for example, speaking to adults - using their names, with a tone, manner and demeanour which shows respect. Deceit, arguing and off-hand comments are disrespectful. ‘Please’ and ‘thank you’ can never be worn out. Pupils should be polite to one another.
- Movement around school, eating, drinking, use of language in social situations, should be orderly and pleasant. ‘Some aspects of societal culture are not our norm (e.g., swearing, aggression, sexual innuendo, loutishness). Facial expressions, tone of voice and gestures should not be harsh, rude or cruel.
- Children are expected to tell the truth.

“He who speaks truth declares righteousness, but a false witness, deceit.” (Proverbs 12: 17)

Preparation, work and rest

“And let us not grow weary while doing good, for in due season we shall reap if we do not lose heart”. (Galatians 6: 9)

“ . . . the soul of the diligent shall be made rich”. (Proverbs 13: 4)

- Children should have all the equipment and work needed for each lesson.
- Children should have a teachable spirit enhanced by determined effort, a conscientious approach and a desire for improvement.
- Homework should be done on time and to an appropriate standard.
- Play should be a wholesome activity, good clean fun that is not at the expense of others - sports, crafts, games, reading, and conversation. Younger children should be influenced for good.

Tidiness, damage and wastefulness

“Let all things be done decently and in order”. (1 Corinthians 14: 40)

- Children should keep desks tidy and orderly.
- Litter and waste should be placed correctly in the waste bins.
- Deliberate or careless damage to property is unacceptable.
- Deliberate or careless damage to or misuse or waste of materials or equipment is unacceptable.

Willingly conforming

“But the wisdom that is from above is first pure, then peaceable, gentle, willing to yield, full of mercy and good fruits. . .” (James 3: 17)

“Do all things without complaining and disputing, that you may become blameless and harmless, children of God without fault in the midst of a crooked and perverse generation, among whom you shine as lights in the world.” (Philippians 2: 14 - 15)

- Children should want to conform because it is right, where they are not being asked to do something that is harmful, inappropriate or unsafe.
- Children should desire success in this and be disappointed with their failure to conform.
- In general, obedience should be without challenge, without delay and without excuse.

CLASSROOM MANAGEMENT – Strategies

“but be doers of the word, and not hearers only” . . . (James 1: 22)

Each class in the school employs its own behaviour management strategies as outlined in Appendix 1. In general, teachers must be able to keep order, otherwise children in their charge will suffer. A teacher needs to be fully effective in the areas of knowledge of the subjects to be taught and the ability to plan, deliver and evaluate a lesson. Well-organised and delivered lessons help secure good standards in behaviour.

Good practice for teachers should include:

- Knowing pupils as individuals and being sensitive to the changes that occur as children grow up.
- Clear and fair expectations communicated regularly
- Realistically planning, organising and delivering lessons (i.e. Room layout, pupil groups, matching work to ability, pace of lesson, enthusiasm, use of humour).
- Creating a pleasant classroom and whole school environment including calm, orderly movement around the school and positive break times.
- Employing a flexible approach to the curriculum to attempt to meet the needs of all students
- Continually observing the behaviour of the class, using praise and rewards and sanctions appropriately

- Being aware of and controlling their own behaviour using professional, positive communication including stance, demeanour and tone of voice. Being a good role model
- Modelling the standards of courtesy expected, being interested in the pupils and their behaviour around the School.
- Emphasising the positive, and expecting high standards.
- Giving praise for good work and behaviour, being firm but never aggressive with reprimands.
- Identifying the right pupil for discipline, criticising the behaviour, not the person.
- Avoiding sarcasm, idle threats and whole group punishments; never humiliating a pupil.
- Providing students opportunities to identify undesirable behaviours
- Regular monitoring of incidents, late book and absences with appropriate action

REWARDS AND SANCTIONS

See Appendix 1 for rewards and sanctions used by each class to promote good behaviour

“Therefore submit yourselves to every ordinance of man for the Lord’s sake, whether to the king as supreme, or to governors, as to those who are sent by him for the punishment of evildoers and for the praise of those who do good.” (1 Peter 2: 13 - 14)

Rewards

“I press towards the goal for the prize of the upward call of God in Christ Jesus.” (Philippians 3: 14)

“Do you not know that those who run in a race all run, but one receives the prize? Run in such a way that you may obtain it.” (1 Corinthians 9: 24)

“Jesus said: . . . your Father who sees in secret will Himself reward you openly.” (Matthew 6: 4)

Rewards are the most powerful means of changing long term behaviour. Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society. Rewards tell you what to do, creating a positive response. God’s dealings with his people demonstrate that obedience brings blessing and disobedience is folly.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement. Rewards should be given when behaviour is above the standard for that class, it is above the standard for that student, or it is of a consistently good standard.

Rewards should

- Be accessible to all children
- Encourage children who want to behave well.
- Reinforce an atmosphere of acceptance.
- Help the children feel secure and valued.
- Draw attention to positive behaviour and values.
- Be something desirable (i.e. not embarrassing).

We should avoid giving rewards

- as bribes e.g.; for classroom control
- on demand
- in a way which causes embarrassment

- in a way in which devalues their worth to others (e.g.; over use)

Rewards could be:

- Eye contact and a smile.
- Signal between child and teacher.
- Use of the class reward system ie traffic light, class dojo or star box
- Verbal praise (including private praise).
- Positive, written feedback.
- Displaying or sharing work (including good work assembly).
- Time of favourite activity.
- Free choice of activity (end of day/term).
- Stickers, stars, team points.
- Sending work to show other teachers/Head Teacher

Sanctions

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is: below the standard expected by the school, below the standard of that student, of a consistently poor standard

“My son, do not despise the chastening of the Lord, nor detest his correction, for whom the Lord loves he corrects, just as a father the son in whom he delights.” (Proverbs 3: 11 - 12)

Sanctions will be used to deal with the breaking of specific rules. They will also be used to deal with pupils who habitually fail to behave in school in accordance with the agreed school norms. Remembering that accountability for a child’s behaviour rests with the parents, teachers will seek to involve parents in disciplinary situations wherever appropriate. Bethany school will expect the support of parents in upholding the rules and norms of the school. In assessing the appropriate level of sanction, teachers and governors will take into account the child themselves and the effect of the child’s behaviour on the overall wellbeing of the school and all its pupils. Habitual wilful disobedience in relatively minor matters will be treated as a serious disciplinary matter and may result in the withdrawal of a place at Bethany.

Sanctions should:

- Establish a sense of God’s justice
- Convey respect for God’s law
- Be a clear response to wrongdoing in a way which is understood by pupils
- Promote righteousness and truth by being fair and consistently applied
- Contain a warning
- Deter bad behaviour
- Be a means of correction
- Be published in an agreed hierarchy

We should avoid:

- Negative comments about the person rather than the behaviour
- Punishing a whole group
- Inconsistency
- Threatening and not carrying through those threats
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment

- Labelling the child instead of confronting their action and behaviour

We should never:

- Impose excessive corrective measures or sanctions
- Shout aggressively
- Punish a child for a decision made by the parent

Sanctions could include:

- Making your disapproval clear – by a look, by talking to the student, by showing your disapproval in front of others (without humiliating them)
- Using the class reward/sanction system ie traffic light or class dojo
- Insisting that work is repeated/completed or that extra work is done. Always give a deadline and check
- Moving a pupil's position in class if their present position is influencing their ability to learn or influencing the learning of others.
- Withholding privileges (including loss of team points, one off break/lunchtime detention, one off internal suspension such as being removed from a certain situation or lesson)
- Head Teacher's Incident log

There are higher levels of Sanctions, which may be imposed after consultation with appropriate staff and parents.

- Blue (negative behaviour) report sheet*
- Internal suspension such as regularly or for a fixed period being removed from a class or situation*
- Personal Behaviour Book*
- Fixed term exclusion and contract for return*
- Governors warning*
- Permanent withdrawal of a place at Bethany*

Note 1: * indicates that parents will be informed or involved.

Note 2: where appropriate, and at the request of the Head Teacher, Governors will seek to work with parents and children to address unacceptable behaviour at any stage of this process.

Extreme offences such as racial, sexual or physical abuse, sexualised language, or violent or bullying behaviour will result in the parents being asked to come in to school for a meeting to discuss the issue. Offences of this nature may result in the pupil being excluded. In the case of an offence of a sexual nature staff should follow the statutory procedures laid out in the School's Safeguarding Policy. If behaviour is criminal, or poses a serious threat to a member of the public the police should always be informed.

MONITORING AND RECORDING BEHAVIOUR

Behaviour is monitored and recorded on the individual pupil assessment profile, Norms reports, in staff meeting minutes, and the school incident log which is reviewed half termly by the Head Teacher. Where necessary a pupil will have their own 'Head Teacher's' file containing records of parent meetings, blue reply slips and ongoing incident records. Referrals to outside agencies (i.e. MAST, CAMHS), the special educational needs register, and safeguarding procedures will be completed when necessary and recorded following the appropriate protocols. Serious incidents and bullying will be reported to Governors.

Bethany school aims to create an atmosphere where pupils want to behave well. Poor behaviour will be challenged. A good working environment will be achieved by pupils, parents and teachers working together to maintain good relationships.

WORKING WITH CHILDREN AND FAMILIES

“Bear one another’s burdens, and so fulfil the law of Christ.” (Galatians 6: 2)

In most cases the family, the church and Bethany School have a common aim – to see each child come to true, saving faith in God. Parents, church leaders and teachers seek to work together by prayer and action as guided by the Holy Spirit, to encourage the spiritual development of our children. Parents have an essential role to play by sharing insight and information and working alongside school staff in the child’s best interests.

In school, pastoral care will include:

- General oversight in school, including monitoring academic progress, attendance, punctuality, etc.
- Teachers provide time for reinforcing spiritual and moral values, good attitudes and a sense of community and direction. They should prayerfully seek to foster an understanding of the spiritual condition of their pupils and develop awareness of their spiritual needs.
- Teachers develop genuine relationships with the children, enabling them to get a better overview of a child’s spiritual, personal and academic development. A child’s gifts should be recognised and plans formulated for the exercise and development of particular strengths. Prayer and strategies to enable children to overcome weaknesses is also part of pastoral care.
- Providing opportunities for each child to feel valued by the school and for each child to make their unique contribution to the life of the school.
- If a child feels a teacher has unfairly treated them they should ask their parents to discuss this with the teacher. If the parent is still unhappy they should speak with the Head Teacher.
- Where appropriate, and at the request of the Head Teacher, Governors will seek to work with parents and children to address unacceptable behaviour.

SPECIFIC ISSUES

Exclusion

See Appendix 2 for exclusion procedure

Exclusion is an extreme sanction and will only be administered in response to a serious breach of the Behaviour Policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Exclusion is implemented with caution by the Head Teacher in consultation with the Governing Body. See Appendix 2 for the exclusion procedure.

Examples of serious wrongdoing for which temporary and permanent exclusion may be considered are listed below (not exhaustive)

- Verbal or physical abuse to staff or other pupils, misuse of illegal substances, indecent behaviour, bullying or aggressive behaviour, stealing, vandalism, repeated disobedience and defiance which have not been modified despite other interventions, malicious accusations or behaviour towards another pupil including online/text, anti-social behaviour off school premises.

Exclusion may be temporary or permanent. If behaviour is sufficient to warrant a temporary exclusion this will be implemented by the Head Teacher with parents’ knowledge for a fixed period. Following this a return to school meeting will be held and a behaviour management agreement should be made. If the school

considers that a permanent exclusion is in the best interests of the school, parents will be encouraged to come to a mutual agreement for the removal of the pupil. The Governors retain the right to permanently withdraw a pupils place and would do so following a careful review of the situation in order to ascertain that all reasonable steps have been taken, and correct procedures have been followed.

Powers to Discipline

Teachers and support staff have the power to exercise disciplinary procedures for misbehaviour which occurs within school and in some circumstances out of school. The decision to discipline the pupils and the punishment must be made on the school premises or while the pupil is under the charge of a member of staff. The discipline must not breach other legislation in respect of disability, SEND, race, protected characteristics or human rights and must be reasonable in all circumstances.

Parents and volunteers are able to address behaviour issues as part of their support of the class teacher. Parents and volunteers should work under the specific guidelines and boundaries set by the staff member they are assisting. Parents are encouraged to bring to the notice of the appropriate member of staff any behaviour they witness off site which may require disciplinary action. Including malicious behaviour towards other school members online or via digital communication.

Misbehaviour off site

Bethany School may impose sanctions for misbehaviour that occurs off site when taking part in any school related activity such as on a school trip, or when misbehaviour could have repercussions for the orderly running or reputation of the school.

Screening, Searching and Confiscation

Members of school staff are permitted to confiscate, retain or dispose of prohibited items in the following list

Prohibited items are

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors). The Head Teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The Head Teacher and authorised staff can also confiscate **any** item they consider harmful or detrimental to school discipline. The item may be destroyed, handed to police, returned to its rightful owner (if belonging to another person), or returned to the child at the end of the day or session at the discretion of the teacher.

All searching and confiscation should be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Use of reasonable force

Reasonable force in terms of physical restraint may be used in some circumstances to prevent a pupil from hurting themselves or others, damaging property or causing disorder.

Incidents of physical restraint must

- always be used as a last resort,
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents.

See guidance below for more detailed information.

https://www.safeguardingsheffieldchildren.org/assets/1/reasonable_force_searching_screening_sept_20_a.pdf

Accusations against school staff

The School's Complaints Procedure should be followed in the case of a pupil making an accusation against a member of staff.

Support for staff

Staff are encouraged to support one another to ensure high standards of behaviour and seek help from each other where needed. Being open to advice from other staff members, using classroom observations or trying new management strategies may be a great help in promoting good behaviour across the school community.

Bullying

Bullying of any kind is unacceptable in our school. Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace, and comes in many different forms.

(<https://www.kidscape.org.uk/advice/facts-about-bullying/what-is-bullying/>) See the Anti-bullying Policy for further information about how Bethany School deals with incidents of bullying.

Policy Adopted by Governors on: 7/12/20_____

Policy Due for Review: 2023_____

Appendix 1

Promoting good behaviour - Class behaviour and reward strategies

Each of the following departments in school have their own reward system appropriate to the age of their pupils. If a child has SEND or other issues affecting behaviour their needs would be discussed with parents and the SENCO to work out an individual and appropriate behaviour plan. Below are the most commonly used systems for promoting good behaviour.

Reception-Y1

- Ongoing verbal praise and regular encouragement
- Use of visual cues e.g. picture cards, stop, etc.
- Occasional stickers for outstanding or extra special effort or work
- Sharing good work in 'Good work prayers'
- A positive reward system comprising of a visual 30 point circular reward chart that children can travel around based on good examples of following the school norms. This is circular so that it is not clear who is ahead or behind to avoid children comparing themselves with each other. When they complete a circuit they receive a small treat, and then begin travelling around again.
- If a child is continually misbehaving or hurts another child they can receive a time out. They will be asked to sit quietly to calm down with a visual timer, and parents informed.
- A pupil needing time outs frequently will result in an incident record in the incident log.

Infants

- Ongoing verbal praise and regular encouragement
- Use of visual cues e.g. picture cards, stop, etc.
- Occasional stickers for outstanding or extra special effort or work
- Sharing good work in 'Good work prayers'
- Using a traffic light system to monitor and reinforce good behaviour. All pupils start the day on green, after a verbal warning and no correction pupils may be moved from green to amber. Good behaviour can then result in moving back to green, further non-compliance results in a child being moved to red in which case the child stands next to the adult on duty for 2 minutes (Rec/Y1) or 5 minutes (Y2/3) during the next lunch/break/choose time. Parents will be informed at the end of the day. A child may be moved immediately to red for serious misbehaviour e.g. violence
- If a child is regularly moving to red (more than a one off), parents will already be aware and other staff informed through the regular staff meeting. A behaviour management strategy will be agreed with parents support and taking into account the class needs and the individual child. Records of communications with parents are kept using the communication record template. Monitoring progress in a child's behaviour will be achieved through discussion at staff meetings and the child's individual assessment profile.
- A pupil moving to red frequently will result in an incident record in the incident log.

Juniors

- Good behaviour expectations are clear and regular verbal praise and visual cues are used
- Sharing good work in 'Good work' prayers
- Class dojo (computer programme) is used to issue achievement points for behaviour exceeding expectations and behaviour points for poor behaviour. A verbal/written on the board warning and final warning will be used in the process of issuing behaviour points. The class dojo system results in rewards at the end of term and informs pupil profile assessment.
- Star box - one child (not named) is watched for the day, and if they achieve well during the day they and the whole class get an achievement point.
- Frequent poor behaviour, and concerning patterns of behaviour will result in a conversation with parents with the aim of working together to improve the situation. Records of communications with parents are kept using the communication record template.
- Incident reports completed and followed up and monitored by the Head Teacher as needed
- Blue behaviour card sent home and parents contacted for extreme bad behaviour

Seniors/GCSE

- Increasing expectations of pupils taking responsibility for their own learning and behaviour, making wise decisions and setting a good example to younger pupils by contributing positively to the atmosphere in school.
- Sharing good work in 'Good work' prayers
- Poor behaviour will result in verbal warning by the class teacher followed by discipline measures where behaviour doesn't improve.
- Discipline may be moving class position, removing pupil from the class and asking them to complete work elsewhere or giving break/lunchtime detention. Privileges (such as offsite lunch) may be withdrawn. A pupil may be immediately sent to the Head Teacher or the Head Teacher informed and will meet with the pupil soon after. Incident reports are monitored by the Head teacher.
- Frequent poor behaviour, and concerning patterns of behaviour will result in a meeting with parents. Records of communications with parents are kept using the communication record template.
- Blue behaviour card sent home and parents contacted for extreme bad behaviour
- Meetings with the pupil and parent should result in agreed behaviour management strategies to improve ongoing poor behaviour such as a personal behaviour book, homework book, and/or regular parent contact.

Appendix 2

EXCLUSION PROCEDURE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

This policy should be read in conjunction with the School's Behaviour Policy. It has regard to the Dfe statutory guide to exclusion above however as an Independent school Bethany school has the right to decide and implement its own exclusion policy.

INTRODUCTION

The decision to exclude a student will be taken in the following circumstances:-

- In response to a serious breach of the School's Behaviour Policy;
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Head Teacher. Exclusion whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conducts and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which School sanctions
- When other interventions have not been successful in modifying the student's behaviour

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgement that exclusion is an appropriate sanction.

Alternative strategies to exclusion are included in the School's Behaviour Policy.

EXCLUSION PROCEDURE

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- Governors will always be informed where an exclusion has occurred.
- Following exclusion, parents are contacted immediately where possible. A letter will be written to parents giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Head Teacher/Governors
- During the course of this fixed term exclusion where the pupil is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.
- A return to School meeting will be held following the expiry of the fixed term exclusion. This will involve a member of the Senior Management Team, other staff where appropriate, the pupil and the parent/s. An acknowledgement of wrongdoing by the pupil will usually be expected and a plan to monitor and support the pupil's return to school will be agreed.
- On return to school, the agreed behaviour management plan will be implemented to monitor behaviour and work.

PERMANENT EXCLUSION

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an

acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on School premises.

- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include: Serious actual or threatened violence against another student or a member of staff, Sexual abuse or assault, Supplying an illegal drug, Carrying an offensive weapon *, Arson.

The School will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the School.

* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

GENERAL FACTORS THE SCHOOL CONSIDERS BEFORE MAKING A DECISION TO EXCLUDE

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a pupil **either permanently or for a fixed period** the Head Teacher will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour, Equal Opportunity and Equality Policies.
- Allow the pupil to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- If the Head teacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Before recommending a permanent exclusion, the head teacher would meet with the Governors to discuss the situation. In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher and Governors would consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- The effect that the pupil remaining in the School would have on the education and welfare of other students and staff.

The Governors will require the Head Teacher to explain the reasons for a recommendation to permanently exclude and will look at appropriate evidence, such as the witness statements and the strategies used by the School to support the pupil prior to exclusion.

BEHAVIOUR OUTSIDE SCHOOL

Pupils' behaviour outside School on school "business" for example school trips and journeys, games lessons or a work experience placement is subject to the School's Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If pupils' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head Teacher may decide to exclude.

DRUG RELATED EXCLUSIONS

In making a decision on whether or not to exclude for a drug-related offence the Head Teacher may seek advice from the LEA's Drugs Education Advisor if appropriate.