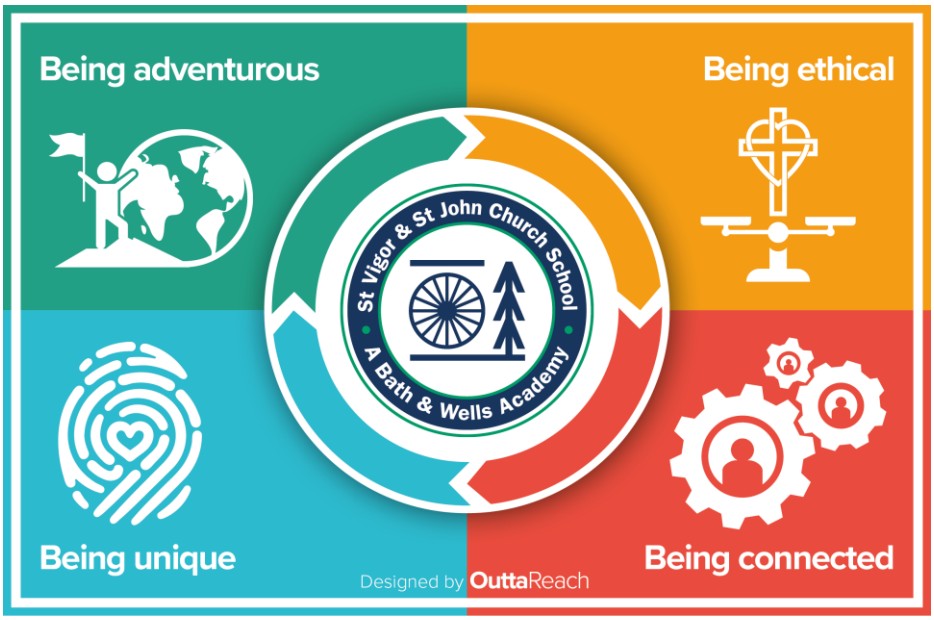


Our Behaviour Process

School Cornerstones and Christian Values

There is a sense of shared responsibility among staff and students that is linked to our school's values.

Within our Cornerstones, the children explore, encourage a sense of being adventurous, connected, ethical and unique. Our Christian Values our talked about on a regular basis and embedded within the school day: Perseverance, Love, Respect, Forgiveness, Friendship and Peace. (See Collective Worship Policy)

"He will cover you with his feathers, and under his wings you will find refuge."
Psalm 91:4

These words are central to our vision for education.

St Vigor and St John Church of England Primary School Behaviour and Discipline

Our ethos statement

In partnership with the Community and the local Churches, our school works to provide a warm, secure and stimulating environment, which promotes Christian values. The children are given opportunities, help and encouragement to develop academically, physically and spiritually to their full potential. The work we do teaches children to work cooperatively and with self - discipline. They are guided towards a fuller understanding of the issues of equality, coupled with an increasing awareness of the needs of others in our school and the wider community.
The children are given encouragement to value all their different talents and be proud of their achievements.

Our Mission Statement

Working together to help our children develop their full potential in a caring environment, which promotes Christian values.

We feel strongly that our Behaviour policy declares the agenda of our expectations for how children behave within the school community to ensure we are able to work effectively together and achieve the aims we set out in the Ethos and Mission statements.

Much of what we wish to achieve is underpinned by the work we do in Religious Education and Collective Worship, Personal, Social and Health Education (We use the Jigsaw scheme for PSHE and RSE) and in the furthering of children's understanding of themselves through work we do in Spiritual, Moral, Social and Cultural education. Other curriculum areas through the way we work, the skills and attitudes taught and the content also helps children to know and understand the essence of good working communities.

This developmental part of our school life is fundamental to children as a life long skill in learning about the whys and hows of 'learning to learn and live together' in whatever contexts they may find themselves in future years.

1. **Aims and expectations of our Behavoiur approach**

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 Christian community, whose values are built on mutual trust and respect for all. The behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels **happy, safe and secure.** Children who feel like this learn well.

The school has a number of school rules, but the primary aim of our approach is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This **The school expects every member of the school community to behave in a considerate way towards others.**

We treat all children fairly and apply this behaviour policy in a consistent way.
The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to **promote good behaviour,** rather than merely deter anti-social behaviour.

We help children to understand that behaviour depends on choice. The making of good choices often involves a lot of learning. We help children to do this through the work we do and the examples we set and the rewards we think encourage them.
We do have sanctions for inappropriate behaviour, particularly if it is persistent. We ensure that supportive counselling, guidance and encouragement is given to children who are finding the expectations challenging.
Expectations are made clear to all and repeated and developed frequently. Golden rules and/or the Jigsaw Charter are important features of classroom life.

2. Restraint
All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the 1996 DFEE Circular: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. 'Team Teach' techniques and other appropriate restraint training is reviewed and updated.

3 The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. These rules, our 'rights', are discussed and agreed with the children, displayed and referred to when appropriate.
We have high expectations of the children in terms of behaviour, and our teachers strive to ensure that all children work to the best of their ability.

Our class teachers treat each child fairly and enforce the classroom rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Senior Management as appropriate. Support may come also from SENCO/SMHL. We talk to parents about circumstances which could be affecting behaviour. We always try to work in partnership with parents to resolve a

problem. We seek to reinforce the positive as an encouragement to the child. We find rewards are generally more effective than sanctions.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. We may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service. We use analysis techniques to try to get a picture of what the actual behaviour is and to develop a response. Tracking the antecedent to behaviour is a very useful strategy.

The class teacher reports to parents about the behaviour of each child in their class, at 2 parents evenings a year and through the school report. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The Head teacher is always informed if parents are contacted. Copies of letters to parents are kept in the children's files. Any letters or communications about behaviour from parents are always investigated, usually by the Head teacher with information from the class teacher and children involved.

4 The role of the Headteacher

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. This is done once a year to the discipline committee. This policy has been updated since that last meeting. Parents are sent a copy of the policy along with the Home - School agreement and Homework guidelines on an annual basis.
It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
The Headteacher keeps records of all reported serious incidents of misbehaviour.
The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. This follows the guidelines laid done by the DFEE and the LEA.
For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child following prescribed procedures.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the Code of Behaviour in the school prospectus, and we want parents to read these and support them.(The school prospectus is on our website slp1.somerset.org.uk/schools/st-vigor-st-john).
The Home - School Agreement has a strong element of expectation of behaviour which is communicated and agreed by teacher, parent/carer and child.
If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern

remains, they should contact the Headteacher and if no resolution seems possible the School Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but may seek the Governors advice in certain situations.

7 **Fixed-term and permanent exclusions**

Refer to Exclusions Policy

8 **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give details of any serious incident to the class teacher/Head teacher who records them.
Occasionally a child will a have a monitoring book for behaviour. More likely a child would have an incentive book for behaviour in class and at breaks
The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Mental Health and Wellbeing

Whole School Approach to Behaviour

We are currently developing a Whole School Approach to both student and staff mental wellbeing. As a school, we are aware that all behaviour is a form of communication.

Staff, parent/carer and student relationships are positive at SVSJ and we use annual questionnaires sent to all members of the school community in order to monitor and upkeep positive relations. At SVSJ we aim to promote positive mental health and wellbeing for our whole school community and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

In our PSHE and RSE sessions, the children cover the knowledge, social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

EYFS, Key Stage 1 and Key Stage 2 children learn to explore feelings through JIGSAW topics:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Senior Mental Health Lead. (SMHL)

We now have a designated SMHL (Ness Dutton) November 2023.
We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

We are in the process of developing an effective early help process for early intervention for children who may need SEMH support.

Staff are aware of procedures on how to raise concerns about policies and processes and know that action and support will follow. Staff have basic skills that enable them to identify problems as they arise and know the appropriate referral pathways.

Wellbeing Action Group

In January 2024 pupils will be made aware of our WAG and its aims.
This year, Team Ethical will be appointed as Wellbeing Ambassadors for the pupils.
All pupils will know who is in the WAG and where they can raise concerns, if necessary.

Belonging

We aim to create a 'sense of belonging' in our school. We are aware that children who belong tends to be happier, more confident and performs better academically. At SVSJ, we promote the idea of "Belonging" as the sense of being in our school so that pupils can be confident, will fit in and feel safe in who they are.

Friendships

School promotes positive friendships by provided Buddy Benches and opportunities for children to share any friendship concerns with either any member of staff or member of the WAG.

Forest School/other outdoor learning/clubs/sports

Could mention something about this in that it all massively supports MHWB

Zones Of Regulation

We use zones of regulation to support children i their self-awareness and emotional regulation skills by bategorisuing states into 4 zones. We teach children this to empower them to use tailored strategies to manage emotions effectively. Staff are trained and resourced on this.

9 Review

The Full Governing Body review this policy every year.