



SOUTHWARK DIOCESAN BOARD OF EDUCATION
Developing Church of England Education

POLICY STATEMENT BEHAVIOUR MANAGEMENT INCLUDING EXCLUSION OF PUPILS

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POLICY STATEMENT

BEHAVIOUR MANAGEMENT INCLUDING EXCLUSION OF PUPILS

The Diocesan Board of Education believes that in a church school, the Christian faith should be communicated through every aspect of church school life. Every child should be enabled to flourish. In a church school, relationships between staff, pupils and parents should be founded on love, hope, trust and care. Pupils should feel that they belong to a community where they are valued and are encouraged to learn and interact with others in a constructive atmosphere which values diversity and helps students recognise and respect people's differences, creating an all-inclusive culture. The Christian ethos of a church school should provide a setting where such positive approaches may be adopted.

Church schools should provide a calm, peaceful environment for learning. To achieve this, leaders must model clear expectations around positive everyday interactions and living well together, a foundation upon which strong communities can be built. Rules should be clear and reasonable, reinforced through praise and reward. Sanctions, where necessary, should be proportionate and help pupils to reflect and avoid difficulty in future.

Reconciliation, with forgiveness at its core, is key to Christian teaching. Restorative practices, whether more formal restorative justice meetings, or incidental constructive discussions, can prove powerful in repairing relationships and healing harm and schools are encouraged to develop such methods.

At times, schools are left with no choice but to take decisive action in relation to pupil discipline. The Diocesan Board of Education urges governors, in their consideration of behaviour management, discipline and exclusion, to temper their deliberations by the Christian values of love, forgiveness and justice. The Board recognises that sometimes this is extremely difficult as headteachers have to balance their responsibility to an individual pupil with their responsibility to a whole class or the wider school. Sanctions for the individual are sometimes necessary, in order to protect the interests and wellbeing of all children and adults within the school community.

The Christian's starting point is recognising that everyone is created in the image of God and is of infinite worth. **Equality** is not about treating everyone in the same way; it is about responding to different needs in the different ways which best suit them. Reasonable adjustments should be made for **children with SEN or disabilities** when applying the behaviour policy.

Additionally, taking as their example Christ's selfless love and compassion, Christians are enabled to create hope and revive purpose. The Christian gospel however, is concerned not only with love and forgiveness but also with repentance and justice. There is a need to recognise that discipline is not only a corrective measure to try to improve behaviour, but is part of Christian love. Everyone has a capacity for self-determination and change. The school should be a place where individuals are encouraged and supported, and always treated with dignity and respect, but at the same time, a place where justice prevails.

Within this context, the Board recommends to governors that their policy, closely connected to the distinctive vision for their school, should contain:

- a clear statement of the rationale and theology upon which the policy is based;
- a set of codes of practice for pupils, staff, parents, governors and any regular visitors to the school;
- details of the rewards used to commend good behaviour among pupils;
- a description of the action to be taken when a breakdown in the observance of the codes occurs; and
- suggested procedures for reconciliation and the re-integration of a pupil into school after exclusion.