



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Behaviour policy and statement of behaviour principles

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy was adopted September 2021

The policy is to be reviewed September 2022

Written by: Mrs Louise Prestidge

Designated Safeguarding Lead: Louise Prestidge

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how children are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Encourage a calm, purposeful and happy atmosphere within our school.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Encourage independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Maintain a consistent approach to behaviour throughout the school, with parental cooperation and involvement.
- Encourage all children to show respect and courtesy towards staff and towards each other.
- Outline how parents can encourage their children to show that respect and support the school's authority to discipline its children.
- Maintain a culture of respect by supporting our staff's authority to discipline children and ensuring that this happens consistently across the school.
- Outline how the Governing board and head teacher will deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the child and at the same time supports the person who is the subject of the allegation.
- Support every member of staff to be consistent when managing and improving children's behaviour.
- Outline the support available to improve behaviour through school-based support, behaviour interventions and nurture groups.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Unacceptable behaviour

Unacceptable behaviour is treated fairly and impartially as in keeping with the Catholic ethos and principles of our school.

Unacceptable behaviour examples:

- Bullying
- Fighting
- Inappropriate language
- Racism
- Not following instructions/requests of supervising staff
- Lack of respect for property
- Homophobic language/bullying
- Dangerous 'play'
- Stealing
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork and poor attitude
- Not following class rules

This list is by no means definitive; however, it does give some examples.

Behaviour which may be considered for fixed term or permanent exclusion at the Headteachers discretion:

- Persistent disruptive behaviour
- Any form of bullying including online
- Physical violence
- Verbal abuse
- Drug and alcohol related
- Damage
- Theft
- Verbal abuse/threatening behaviour

- Sexual misconduct, Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Possession of prohibited items such as *knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.*
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

This list is by no means definitive; however it does give some examples.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, available on our website.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy. They must decide the standard of behaviour expected of children at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. They will ensure that arrangements are made to safeguard and promote the welfare of all children.

5.3 Staff

Staff are responsible for:

Implementing the behaviour policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of individual children

Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

Support their child in adhering to the home/school agreement and school behaviour policy

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

6. Home/School agreement

Our Home/school agreement outlines the expectations of behaviour and the commitment of the school, parents/carers and children. The children's commitment is to:

Respect other children's culture, race, feelings, beliefs and values.

Accept responsibility for the things that I do.

Be responsible for my school and home work.

Ask for help if I need it and try my best in all that I do.

Ensure I take home my contact book and any letters.

Be kind and speak politely to everyone in school.

Take good care of the building, equipment and school grounds.

Behave in a safe way.

Be helpful.

Tell a member of staff if I am worried or unhappy.

Follow the school behaviour, anti-bullying and online safety policies.

7. Rewards and sanctions

7.1 Acceptable behaviour

Our ultimate goal is to develop self-discipline in each child and build self-esteem. The ethos of our school is such that this aim is most likely to be achieved through praise, recognition of worth, encouragement and mutual respect. Our PSHE curriculum teaches and encourages children to be good citizens and transfer these skills in their values.

Our objectives are:

- Children will move quietly and sensibly around the building
- Children will be expected to sit quietly and listen where necessary and to make every effort in completing the work set out for them.
- Children will be expected to show respect for one another and all adults with whom they come into contact.
- Children will address adults and each other by name.
- Children are encouraged to have opinions and to express them politely. Respect for other's views and opinions are a skill which needs to be learnt early and practised often.
- Children are expected to have respect for personal and school property.

7.2 Methods of Praise

All members of staff have a critical role to play in minimising behaviour problems. School staff, children and parents all share high standards of behaviour expected of all children at all times and good behaviour is promoted in the curriculum and modelled by staff.

- Within our school all staff use praise and reinforcement of good behaviour to achieve a working friendly atmosphere where effective learning and teaching can take place.
- Each teacher at the beginning of the year will guide their children into the making of 4 or 5 positively worded rules of acceptable conduct in their classrooms. These are displayed in a central place in the classroom.
- We use an electronic (online) reward scheme 'Class Dojo' to recognise the children's behaviour, attitude, kindness, perseverance etc.
- A 'Dojo' celebration chart is also made and displayed in the room. This has every child's name on it and a display of the 'Dojo' (behaviour point) they have earned. When a child has earned 5 Dojos they are eligible for a star. Once 15 Dojos have been achieved the child will receive a reward. The Headteacher will also be informed when the child has received 30 Dojos to enable her to celebrate their achievement through an email home.
- We also celebrate achievements during Friday assembly, acknowledging effort and improvement in behaviour and achievement. We have a weekly reward for a member of each class who has demonstrated the school rules within the lunchtime period (chosen by the Mid-Day Supervisors).
- We have a peer citizenship award as voted for by members of each class at the end of the year in recognition of good behaviour and modelling class and school rules and values.
- Good behaviour exhibited by the whole class as a collective body will result in the teacher "putting a marble in the jar". This is displayed in the classroom. Once the marble jar is full (15 marbles) the whole class will receive a reward choosing e.g. Golden time.
- All incidences of good behaviour are treated positively with rewards.

- We encourage and promote positive behaviour through our PSHE lessons and ethos. We 'fill our buckets' with positive comments in the classroom using a real bucket. This is shared with the class to promote kindness, positivity and value for one another.

7.3 Sanctions

A positive approach results in acceptable behaviour in most cases. However, where behaviour remains unacceptable or a school/class rule has been broken the following sanctions will be taken.

- Verbal reprimand
- The child's name is put on the board which should be done with the minimum of fuss so as not to disrupt the lesson or class activity.
- If another rule is broken on the same day an X will be placed beside the name on the board and the child must sit on their own in the classroom for a specified amount of time.
- A further misdemeanour will result in a second X which means that the child misses their play (if during the afternoon session the playtime the following day) and stands on the steps while all the other children are in the playground. Teacher informs parents.
- A third X means that the child must sit away from the other children in the room to complete a piece of work until the work is completed. Teacher informs parents.
- A fourth X results in the child going to see the Deputy Head when she will speak to the child and the child's parents at the end of the day.
- On the rare occasion of a child having a fifth X the child is sent to the Headteacher and the parents are notified.

The above procedure applies during lunch playtimes when a sanction can be issued by a midday supervisor which could count as an X and would then be transferred to the class at the teacher's discretion. The midday supervisor would advise the class teacher at the end of lunchtime. Mid-Day Meal Supervisors keep a daily log of behaviour incidences which occur during the lunch hour; this is handed to either the Headteacher or Deputy Headteacher at the end of each lunch hour after the incident has been reported to the class teacher.

In the event that the class teacher is teaching her class outside of the classroom such as in the hall or on the playground. Then an A4 board will be brought outside so that names and crosses can be added if necessary. The names and crosses would then be transferred to the main board once the class are back in the classroom.

At the end of each day the child's name and crosses are wiped off the board so that the child is coming back to school to begin a fresh day.

Behaviour incidences are recorded on a 'Behaviour Incident' record sheet and stored in the Headteachers office. Patterns of behaviour and frequent incidences can then be easily identified and appropriate action taken.

7.4 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Inclusion - working in isolation within the school
- Fixed term exclusion
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report. Where possible KCSIE 2021 recommends that two members of staff manage reports of sexual violence and harassment.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis. The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children and staff and any actions that are required to protect them.

Reports will initially be managed internally by St Augustine of Canterbury Catholic Primary School and where necessary will be referred to Integrated Children's Services and/or the Police. Please refer to our [child protection and safeguarding policy](#) for more information.

7.5 Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Sanctions may also be applied where a child has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of the staff member (e.g. on a school-organised trip).

7.6 Allegations of abuse against staff and Malicious allegations

Allegations of abuse will be taken seriously; the school will ensure that it deals with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the positively worded classroom rules which are written with the children
- Develop a positive relationship with children, which may include:
 - Greeting the children as they arrive into school/class
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. **Behaviour and discipline in schools Advice for Headteachers and school staff January 2016**

8.3 Confiscation

Any prohibited items (listed in section 3) found in the children's possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the term or year.

When a child moves to another school we liaise with the new school to support the child's transition, through meetings, file transfer and transition days for the child.

10. Training

Our staff are provided with training on managing behaviour and de-escalation, as part of their induction process. Additional members of staff have further Team Teach - Positive handling training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Anti-Bullying Policy

Online Safety Policy

Complaints procedure

If any parent or carer is not happy with the way that they or their child is treated by any member of the staff or other parent at the school they should complain in writing primarily to the headteacher and then to the governing body if they do not feel that their complaint has been dealt with satisfactorily, see complaints procedure.

Appendix 1:

Written statement of behaviour principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff and parents.
- The exclusions guidance explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. Please see Department for Education Exclusions Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year