



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Behaviour Policy

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 2019

The policy is to be reviewed September 2020

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Legislation and Statutory Requirements

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

Accessed through hyperlink

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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 should publish their behaviour policy online.

Here at St. Augustine of Canterbury Catholic Primary School we share an ethos which fosters discipline and mutual respect between children and between staff and children.

Please refer to Appendix 1: Written statement of behaviour principles

In accordance with the DfE document "Behaviour and Discipline in Schools – Advice for Headteacher and all school staff' January 2016

Our Aims

- 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 pupil learns to accept responsibility for his/her own behaviour.
- Have a consistent approach to behaviour throughout the school, with parental cooperation and involvement.
- All children to show respect and courtesy towards teachers and other staff and towards each other.
- Parents to encourage their children to show that respect and support the school's authority to discipline its children.
- Head teacher to help to create a culture of respect by supporting our staff's authority to discipline pupils and ensuring that this happens consistently across the school.
- Governing bodies and head teacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.

- That every teacher will be good at managing and improving children's behaviour.
- School-based support is available to children. This includes behaviour interventions and nurture groups.

The role of the Governors and the Headteacher

The Headteacher is responsible on behalf of the governors for developing the behaviour policy in the context of the above framework. They must decide the standard of behaviour expected of pupils 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.

To ensure that arrangements are made to safeguard and promote the welfare of pupils.

The role of Parents and Carers

Parents and carers are integral in ensuring that their child is able to be educated and reaches their full potential in school, this will only happen if good behaviour is encouraged both by staff in school with the support of parents and carers at home. We aim to keep parents informed of their child's behaviour and if it should be causing a concern to inform parents by:

Writing in the child's contact book for parents to read.

Seeing parents in the playground to keep them informed.

Asking parents in to see the class teacher/ SENCo/ Deputy Headteacher or Headteacher.

Following up meetings with parents in writing explaining future action to resolve any behaviour problems.

Parents and Carers are asked on their child's entry to school to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

The standard of behaviour expected of all children is included in the school's home-school agreement which parents must be asked to sign following their child's admission to a school.

Parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty. The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

When necessary; we work with outside organisations to tackle behaviour issues; these organisations are used to assess the needs of children who display continuous disruptive behaviour and to support them in devising provision for the individual needs of the child.

Powers to discipline

In line with the DFE document: 'Behaviour and Discipline in Schools - Advice for Headteacher and all school staff' January 2016:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances; such as (during school trips, travelling to and from school or being in a public place whilst wearing the school uniform).

Behaviour and Sanctions

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. Headteacher can also decide to exclude a pupil for a fixed period or to permanently exclude them in line with: Exclusion from maintained schools, academies and pupil referral units in England: September 2017

Bullying

At St Augustine of Canterbury Catholic Primary School we recognise that bullying can occur. When it does it can be harmful both physically and emotionally for the victim. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. The purpose of this behaviour policy is to minimise opportunities for bullying by establishing clear boundaries of acceptable behaviour, establishing positive praise for good behaviour and sanctions for when behaviour is unacceptable. Repeated poor behaviour exhibited against a child by another child which can not be addressed by following the boundaries of this behaviour policy is regarded as "bullying" when the conditions of our anti bullying policy will be put into action.

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.

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 Dojo have been awarded the child can choose a prize from the 'Prize Box' and will also be sent to the Headteacher for praise and a sticker.
- ✦ We also celebrate achievements during Friday morning 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.

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'

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

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 leave the room to complete a piece of work in another agreed teacher's classroom until the work is completed. Teacher informs parents.

The arrangements being:

1. Children with 3 **X**'s in Reception class will be sent to Year 2
2. Children with 3 **X**'s in Year 1 will be sent to Year 3
3. Children with 3 **X**'s in Year 2 will be sent to Year 4
4. Children with 3 **X**'s in Year 3 will be sent to Year 1
5. Children with 3 **X**'s in Year 4 will be sent to Year 5
6. Children with 3 **X**'s in Year 5 will be sent to Year 6
7. Children with 3 **X**'s in Year 6 will be sent to Reception class

- ☐ 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 Computing suite, 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.

Recording Behaviour

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.

Exclusion

The Headteacher may decide to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Please see our Exclusions Guidance from: Exclusion from maintained schools, academies and pupil referral units in England: September 2017.

The Headteacher and Governing Body will comply with the statutory duties in relation to SEN when administering the exclusion process. This includes regard to the SEND Code of Practice.

The safety of children and staff is paramount and exclusion can be used in response to a single serious act or persistent breaches of our policy.

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

Persistent disruptive behaviour
Physical violence
Verbal abuse
Drug and alcohol related
Damage
Theft
Sexual misconduct
Verbal abuse/threatening behaviour
Bullying

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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, 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.

Managing pupil transition

Within our Pupil Progress meetings behaviour is discussed particularly within the last meeting of the year when the child is moving to the next class. When a child moves to another school we liaise with the new school to support the child's transition this is through meetings, file transfer and transition days for the child.

Power to use reasonable force

**Behaviour and discipline in schools Advice for Headteachers and school staff
January 2016**

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 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.

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.

Allegations of abuse against staff

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. On the occasion that an allegation has been fully investigated and it can be proven that a malicious allegation has been made against staff then the parents/carers and child will be informed and further action will be taken with the involvement of the Governing body of the school. In line with DFE guidance January 2016 pastoral care for staff accused of misconduct will be offered.

Training

Our staff are provided with training on managing behaviour, De-escalation and Positive Handling, as part of their induction process and role within the school.

Behaviour management will also form part of continuing professional development.

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.