



St. Augustine's
Catholic Primary School

“Hand in hand, we listen to God’s call, we learn from God’s word and we share in God’s love through service”

Behaviour Policy

Reviewed: September 2023

Head Teachers signature:

Governor’s signature:

St. Augustine's Catholic Primary School

Behaviour Policy

At St. Augustine's school we believe that every person is made in the image of God. Therefore, every person is of infinite value.

This policy stems from Catholic teaching in the light of the Gospel. Staff will base discipline on forgiveness, encouraging the attitude "I can change" and beginning every day as a "new day". The school recognises that all pupils are unique and have different experiences that they bring to school. In any situation arising as a result of the recent pandemic, the school will however have to ensure that the health and safety of those children and adults in school is the primary concern and therefore any behaviours that deliberately put that safety at risk will result in the child being sent home.

Aims

1. To enable the children to be members of a school community rooted in the teaching of the Gospel.
2. To recognise the necessity for respect, honesty, fairness, courtesy and forgiveness.
3. To develop in pupils a sense of self-discipline and an appropriate degree of responsibility for their own actions.
4. To enable children to know and understand the boundaries of acceptable behaviour and the consequences which follow if these boundaries are breached.
5. To enable the children to be safe and happy.
6. To encourage the children to develop a responsible and independent attitude towards learning.
7. To respond to any arising pandemic situation in a responsible, age-appropriate way and adhere to the rules established to keep all children and adults on site as safe as possible.

Expectations of Staff

All staff and visitors to the school should act as good role models both in their dealings with pupils and with each other, as their example has an important influence on the children.

All staff:

- Will emphasise the positive.
- Will deal with all incidents in a calm manner
- Must know and value the children as individuals and take their unique circumstances into consideration
- Will maintain positive relationships with all stake holders.
- Will listen to pupils
- Will deal with all incidents fairly so that all pupils can give their view
- Will adhere to the rules as laid out in a pandemic risk assessment should it be deemed necessary

Expectations of pupils

We have an agreed set of rules that all children are expected to adhere to from Nursery through to Y6 and they are:

Be respectful

Be kind

Be honest

Be safe – wash hands after using the toilet and at any time the staff request you to – stop, look and listen at the instruction of any adult in the setting.

Be all we can be!

These rules should be displayed in every classroom and shared area.

Traffic Light System –

In all classrooms there is a set of traffic lights on display. All pupils start the day on the green traffic light. If they adhere to the agreed rules, they stay on green. If children stay on green all week and have completed all homework tasks, then they will be rewarded with an extra playtime on the Friday. If children stay on green for a whole term, a letter of recognition will be sent home to their parents. As an incentive to be the best they can be, children can move up the traffic lights to silver and gold as a reward for their best efforts and behaviour beyond what is expected. If they end the day on silver or gold, they earn extra house points.

Sanctions

Whilst good behaviour is an expectation of all children at all times, we know that there will be occasions when children fall short of these expectations. The ways in which children fall short can look very different. We have identified three stages of behaviour that do not meet these expectations.

Stage 1 behaviours Verbal warning

1. Deliberately not getting on with work

2. Disrupting other children from working, or the teacher from teaching by chatting or calling out

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Stage 2 behaviours moved to amber traffic light – 2nd warning

1. A repeat of stage one behaviours after a verbal warning has been given.

Children may 'earn back' the ability to move up the traffic light system for good behaviour choices.

Stage 3 behaviours moved to red traffic light - consequence

1. Persistent stage 1 behaviours i.e., several times a day.
2. Verbal arguments inside or outside the classroom
3. Rudeness or bad manners to any member of staff.

Children who move to red miss a part of their playtime (5 minutes in KS1 and 10 minutes in KS2) This should be recorded on the class sheet.

Any child who is moved to the red traffic light 5 times during a half term will be brought to the attention of the relevant phase leader.

Any child who is moved to the red traffic light 10 times during a half term will be brought to the attention of the Headteacher or Deputy Head.

Additional actions/ consequences that may be taken are:

- *Planned ignore*
- *Child may be required to write an account of what happened*
- *Child may be reprimanded*
- *Child may need to apologise, either verbally or in writing*
- *Child may be required to do jobs in their own time*
- *Position in class changed to prevent recurrence and / or remove temptation*
- *Be separated from others for a specific period*
- *Loss of part or all break time (this must be supervised)*
- *Catch up with the work missed in lesson time, during their leisure / play time*
- *Loss of enrichment time*
- *Loss of privilege*
- *Tidying up mess made*
- *Restorative activity*
- *Pupils may have their behaviour monitored over a period of time and then reviewed*
- *Where property is damaged, parents are informed and asked to attend a meeting to discuss a way forward*

The consequence must always be appropriate for the behaviour. *If little progress is being made to improve behaviour identified as targets within the time frame agreed, or if other misbehaviours of concern occur, in addition to the previous steps, a member of the leadership team will become involved. A behaviour plan will be issued and behaviour recorded. The Head teacher will be informed if they are not the member of the leadership team dealing with the matter.*

Behaviours that bypass the traffic light system

- Defiance – the total refusal to follow an adult's instruction
- Physical abuse including spitting
- Bullying (see anti-bullying policy)
- Threatening language, physical intimidation to pupils or staff.
- Incidents of racist, sexist or homophobic peer-on-peer abuse (will be reported to governors via safeguarding report)
- Sexual violence/sexual harassment (which will be dealt with in line with school safeguarding procedures)

If children behave in these ways, they will be brought to the Headteacher or Deputy Head. At this stage discussions will take place to decide if this behaviour is linked to a unique need/circumstance. Support for improving this behaviour will then be planned, and this could lead to actions such as; a reduced timetable, provision away from the main classroom, etc. All of this behaviour will be recorded on Cpoms. When a child has had their behaviour recorded in this way, it will result in a letter being sent home to their parents/carers or a phone call. If a second letter has to be sent home or a second phone call made, the parents will be invited to a meeting with the Headteacher to discuss their child's behaviour.

Playtime/ Lunch Time Behaviour Management

- *Positive reinforcement of appropriate behaviour.*
- *Use of restorative questions to support rapid resolution (Appendix 1)*
- *Time out (max 5 minutes) in a quiet area in the playground (or dining hall if eating lunch) **time out must always be supervised***
- *A further incident of inappropriate behaviour will result in the class teacher being informed (the class teacher will follow up using the restorative questions, possibly with the midday supervisor)*
- *A further incident of inappropriate behaviour will result in the head teacher or a senior member of staff being called for to remove the child from the playground and follow up the incident (the senior leader/head teacher will follow up using the restorative questions, possibly with the midday supervisor)*
- *A serious incident of inappropriate behaviour will result in the headteacher or senior leader intervening and the evoking of consequences and may result in parents/carers being contacted*
- *Several incidents involving the class teacher or head teacher/senior leader in a short space of time, or repeated incidents over a longer period of time will result in the child's parents/carers being contacted to arrange a meeting to discuss ways forward*

Behaviour outside school

Certain behaviour, even if not on school premises, can result in action being taken by the school. Examples of this would be: the use of social media to intimidate or bully pupils in school or damaging property in the school area whilst travelling to or from school. If the school is made

aware of such behaviour, it will take appropriate action. Parents will always be informed of such behaviour and if the behaviour warrants it, the police may be involved.

Exclusions

Internal

There may be times, decided on by the Headteacher, Deputy Head or Assistant Head, where an internal exclusion is applied. This could happen as the result of repeated disruption to other children learning or as the result of physical intimidation to a pupil or member of staff.

External

Repeated poor behaviour over a period of weeks that has been through all previous stages, can then result in a fixed term exclusion. There are, on rare occasions, behaviours that are so unacceptable an immediate exclusion would be warranted. This can only be decided by the Headteacher or in her absence the deputy headteacher or assistant headteacher.

If a child's behaviour has been poor but does not yet warrant an exclusion, other sanctions may be applied. This may include not going on trips or not being allowed to represent the school in sporting fixtures. These decisions will be made by a senior member of staff and based on the premise that allowing the child to attend could bring the reputation of the school into disrepute.

Rewards and Recognition

Extra Play

Extra play is awarded to pupils who adhere to the school rules all week. This will be evidenced by staying on green, completing homework, reading regularly and practising spellings. This extra play will be arranged in year groups.

Postcard Home

If a child has stayed on green for a whole term, this will result in a praise postcard home as recognition of continued good behaviour.

School House System

The children are divided into four houses named after the Patron Saints of England, Ireland, Scotland and Wales. Points are allocated, in multiples of 5, by all members of staff for being a good role model in work, play and attitude around the school. Points can also be awarded to children for being good ambassadors of the school at public events. Points are collated and celebrated at assembly. The points will be shared with parents via the weekly newsletter. The house with the most points at the end of each term are declared the winners. The reward is to choose a treat for an afternoon. The House with the highest total at the end of the year wins the 'House Cup'.

Brilliant Certificates

Early Years - Y6 will be awarded certificates of brilliance in the Friday Gifts from God assembly. Each class teacher will select a pupil to be awarded a certificate from a range of age-appropriate options e.g. Brilliant Handwriting, Brilliant Manners etc.

Emotional and Behavioural Difficulties and Special Needs

There are some children in school who have specific needs that may affect their behaviour. For such children the behaviour policy structure may not work. If this is the case, specific arrangements will be put in place to support the pupils. There is a Calm Room within school that children can access for periods of 'time out'. This support and the non-negotiable expectations will be decided on an individual basis with the parents/carers and the Leadership Team. This may also involve an individual risk assessment for the child as required.

Working In Partnership with parents/carers

When their child starts at St Augustine's, all parents are asked to sign our Home/School agreement which outlines what we expect of children with regards to behaviour and what they can expect from us.

Parent/carer conversations will take place in the Autumn and Spring terms where behaviour is discussed, and parents/carers have the opportunity to raise concerns.

Termly reports are sent to parents which also comment on behaviour.

Early intervention-working with parents towards improving aspects of behaviour is helpful in building relationships with a family so that the parents/carers do not feel that the school contacts them only when the child is in trouble.

A member of SLT should be informed if parents/carers need to be contacted by telephone regarding behaviour and this should be recorded on Cpoms to ensure that concerns are evidenced.

Discussions regarding children's behaviour should not take place on the playground or in earshot of others. Any such discussions should be via telephone or appointment.

After discussions with a member of SLT and/or Inclusion Leader, parents may be involved in record cards, books, use of rewards etc.

Searching, Screening and Confiscation of items

What the law allows:

1. *The general power to discipline enables a member of staff to confiscate, retain or dispose of pupil's property, as a punishment, and protects them from liability for damage to (or loss of) any confiscated items.*

2. *Power to search for items 'prohibited prohibited by law' including:*
 - *Knives*
 - *Alcohol*
 - *Stolen items*
 - *Any article that has been or is likely to be used to commit an offence, cause injury or damage of property.*

St. Augustine's Catholic Primary School follows DfE guidance for searching, screening and confiscation July 2022. Procedures will only be invoked where a very present danger is perceived and the Headteacher and DSLs will be notified immediately upon intent to search. The urgency, age and needs of the pupil will be taken into account prior to searching. An immediate safeguarding referral will be made in this circumstance. School staff do not have the power to strip a child. Any police search will require an appropriate adult to be present at St. Augustine's School. Safeguarding remains the ultimate priority in any and all of these circumstances.

Government Guidance Document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Professional Development

Regular INSET will be planned based on monitoring and evaluation of policy and practice.

Team Teach

Most members of staff have attended an accredited positive handling training course (BILD). They have been trained to use holistic de-escalation approaches and safe physical techniques in order to promote socially acceptable behaviours. Further information can be found in our Use of Reasonable Force Policy.

Monitoring and review

The monitoring of this policy is the responsibilities of the SENCO/Inclusion Lead and head teacher. The work of the SENCO/Inclusion Lead and Learning Mentor also involves supporting colleagues in this area, being informed about current developments and providing strategic direction.