



Behaviour Policy

2018-2019

*We try to follow Jesus by loving each other
and caring for God's world.*

Head of School: Rachel Swindell

School Mission Statement:

We try to follow Jesus by loving each other and caring for God's world.

We aim to make the children who attend St Augustine's feel cared for and secure in surroundings where Catholic values are practised, and where their gifts and abilities are recognised and developed in an atmosphere of respect and friendship.

In planning the curriculum we attend to the development of the whole child: the physical, intellectual, emotional, moral and spiritual."

St. Augustine's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Keeping Children Safe in Education (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Behaviour and Discipline Policy

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. The school works together to create its school rules.

Through the policy the aims and expectations should help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1 Aims and expectations

- We expect every member of the school community to behave in a considerate way towards others.
- Every member of the school community feels valued and respected.
- Every person is treated fairly and well.
- We care for our community, through our shared values and a mutual trust and respect for all.
- We promote an environment where everyone feels happy, safe and secure.
- We promote good relationships, so that people can work together and help everyone to learn.
- We apply this behaviour policy in a consistent way.

2 Rewards

- We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children and using a 'growth-mind set' approach
- Each week we nominate a children from each class to receive praise certificates;
- At the end of the year achievement awards are presented to children.
- The school acknowledges all the efforts and achievements of children, both in and out of school.

3 Behaviour Management

- 3.1 The whole school agrees to a set of school rules each year to ensure a safe and positive learning environment.
- 3.2 Each class agrees to these rules and the behaviour management strategies in place to ensure that children are treated fairly.
- 3.3 These strategies are developed with the class teacher and pupils to provide a consistent approach.
- 3.4 A visual reminder will be displayed in classes, e.g. traffic light system to help remind children how many warnings about their behaviour they have had in class from the teacher/teaching assistant.

3.5 Common strategies

Step 1: A warning will be given by a member of the school staff, highlighting the inappropriate behaviour to the child.

Step 2: The child will be asked to move, nearer to the teacher or away from the situation.

Step 3: The child may miss break time, be asked to redo a task or be excluded from a class activity. The behaviour is recorded.

Step 4: After three consecutive reports of inappropriate behaviour the class teacher will contact the child's parent about the behaviour and together will plan strategies to help improve and monitor behaviour.

Step 5: The child will be sent to the Head of School and the child's parents will be contacted for a formal meeting to discuss a behaviour management plan.

3.6 Recording Behaviour

If the parents have been asked to meet the class teacher, a record will be kept in a 'Behaviour Book' by the Head of School (3.5 Common Strategies – Step 4).

Patterns of behaviour can be monitored through the record to ensure the policy is being put in practise and the best support is provided.

For cases of severe behaviour, a child may immediately see the Head of School and a record will be kept in the 'Behaviour Book.' This may lead to a fixed-term or permanent exclusion (see point 11).

A record of positive and inappropriate behaviour is also kept on Pupil Asset, the schools online data system.

4 Description of severe behaviour

- A child repeatedly acts in a way that disrupts or upsets others,
- A child threatens, hurts or bullies another pupil or a member of staff.

- 4.1 If a child's behaviour endangers the safety of others, the class teacher will stop the activity and the child will be isolated from the rest of the class in an appropriate manner.
- 4.2 All staff are trained in de-escalation strategies and some are trained in safe-handling situations.
- 4.3 In these severe cases, the Head of School will be involved and the child's parents will be contacted.
- 4.4 A behaviour management plan may be put in place to support the child to improve their behaviour with consistent support from the school and parents.
- 4.5 For repeated or very serious acts of anti-social behaviour, the Head of School may enforce a fixed term or permanent exclusion from the school (see section 11).
- 4.6 All members of staff are aware of the regulations regarding the use of force by teachers. 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.

*****See the Positive Handling Policy*****

5 School Rules – Created with influence from school children and staff September 2018

- Be responsible
- Be respectful
- Be resilient
- Be positive
- Be safe

6 Bullying

- 6.1 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- 6.2 While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

7 The role of the class teacher

- 7.1 It is the responsibility of the class teacher to ensure that the school expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 7.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 7.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 7.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of School, who may ask for a lesson by lesson report on the child.
- 7.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 7.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

8 The role of the Head of School

- 8.1 It is the responsibility of the Head of School, 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. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.
- 8.2 The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 8.3 The Head of School keeps records of all reported serious incidents of misbehaviour.
- 8.4 The Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child.

9 The role of parents

- 9.1 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 9.2 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 Head of School.

10 The role of governors

- 10.1 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 Head of School in carrying out these guidelines.
- 10.2 The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

11 Fixed-term and permanent exclusions

- 11.1 Only the Head of School (or Executive Headteacher) has the power to exclude a pupil from school.
- 11.2 The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 11.3 If the Head of School excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- 11.4 The Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 11.5 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School.
- 11.6 The governing body will convene a discipline committee which will be made up of between three and five members. This committee will consider any exclusion appeals on behalf of the governors.
- 11.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 11.8 If the governors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

12 Monitoring

- 12.1 The Head of School monitors the effectiveness of this policy on a regular basis. They will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents.
- 12.3 The Head of School keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 12.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

13 Review

- 13.1 The whole school reviews the Behaviour and Anti-Bullying Policy each year with collaboration from the children and school staff.
- 13.2 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Policy Status and Review

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