



Behaviour Policy

2019

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

Head Teacher: 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 (2019): 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 using a 'growth-mind set' approach
- Each week we nominate 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 teacher 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 by the head teacher (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 teacher and a record will be kept. This may lead to a fixed-term or permanent exclusion (see point 11).

A record of positive and inappropriate behaviour is 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 Teaching staff are trained in de-escalation strategies following the Norfolk Steps approach ('Step On' Training - positive therapeutic response to behaviour, including safe and effective physical interventions).

4.3 In these severe cases, the head teacher 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 teacher 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.

5 School Rule Aims – Created with influence from school children and staff September 2019

- **Cooperation**
- **Courage**
- **Challenge**
- **Careful**
- **Calm**

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 teacher, 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 teacher

- 8.1 It is the responsibility of the head teacher, 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 teacher to ensure the health, safety and welfare of all children in the school.
- 8.2 The head teacher 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 teacher keeps records of all reported serious incidents of misbehaviour.
- 8.4 The head teacher 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 teacher 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. 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 discipline a child's behaviour, 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 teacher.

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

11 Fixed-term and permanent exclusions

- 11.1 Only the head teacher (or acting head teacher) has the power to exclude a pupil from school.
- 11.2 A fixed-term or permanent exclusion is carefully considered by the head teacher and is usually a last resort after working with the child and family to support and improve behaviour and attitude in school.
- 11.2 The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 11.3 If the head teacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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 teacher informs the Local Authority (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 teacher.
- 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 teacher must comply with this ruling.

12 Monitoring

- 12.1 The head teacher 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 teacher 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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