

St Augustine's Catholic Voluntary Academy



Behaviour Policy

We grow and learn as a family in the footsteps of Jesus

Date: November 2020

Review: November 2022



Our vision and values are at the core of everything we do in school. They underpin our relationships, our teaching and learning and provide an environment in which children can flourish.

Our School Vision

At St. Augustine's, our vision is to provide the highest quality of education within a Catholic ethos.

We achieve this by living out our mission statement everyday;

We grow and learn as a family in the footsteps of Jesus

Gospel Values

The Gospel values are rooted in the teachings of Christ and represent everything Jesus said, everything he did and everything he told us to do. These values guide our thinking and our behaviour at St. Augustine's. We encourage all children to remain faithful to these Gospel values in their words and actions towards ourselves and others. They are integrated into every aspect of learning, teaching and school life.

Our school values are;

Truth
Forgiveness
Compassion
Peace

In our school we have a positive approach to behaviour. We recognise and celebrate good behaviour. Forgiveness is at the centre of our faith and means that everyone is given the opportunity to make a fresh start.

In addition, this policy upholds our desire to ensure that every child has the support they need to achieve their potential in a safe, healthy environment. We understand the strong link between emotional well-being and good behaviour. We work hard to ensure that child support systems are in place to ensure that all children have every opportunity to achieve emotional well-being, learn well, develop high self-esteem and therefore behave well.

We believe that good behaviour is essential to ensuring that all children can learn well in a happy, secure and caring environment. We set high expectations of behaviour from children and expect all adults to be excellent role models for our children.

I. Aims

The aims of this policy are to:

- Provide links to statutory guidelines followed by St. Augustine's
- Outline how pupils are expected to behave
- Detail our consistent approach to behaviour management including rewards and sanctions
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils at school with medical conditions--3](#)

It is also based on [the special educational needs and disability code of practice-0-to-25](#)

In addition, this policy is based on:

- Section 175 of the [Education Act section/175](#) 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 88](#) 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

3. Pupil code of conduct

Pupils are expected to:

- Follow the St. Augustine's School Golden Rules
- Demonstrate the school values in their behaviour.
- Accept responsibility for their actions and the consequences that follow.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

4. Our approach to Behaviour Management: Rewards and Sanctions

There is a whole school approach of positive reinforcement to the management and improvement of behaviour, which is followed consistently by all staff.

<p>Step 1 Positive Behaviours Following class/school rules Living out school values Demonstrating the 6 Rs for learning.</p>	<p>Verbal positive praise Stickers House points Certificates/awards Parents informed</p>
<p>Step 2 Low level breach of school rules Reminder</p>	<p>A verbal reminder of expected behaviour is given to the pupil framed in positive terms e.g. We walk in the corridors. A chance to check their own behaviour and make a good choice.</p>
<p>Step 3 Breach of school rules/class rules/</p>	<p>Adult will speak to child away from other children about which rule has been broken, who and what has been hurt/damaged, what needs to happen next and the consequences. Refer to previous good behaviour. Reminder of expectations and rules. Child given time to reflect on their behaviour and carry out next steps.</p> <p>Consequences may include: Time out/missing playtime/loss of privileges etc Restorative approach to repair relationships. Behaviour Plan</p> <p>Incident recorded Parents informed.</p>
<p>Step 4 Deliberate, repeated, persistent or serious breach of class/school rules including physical abuse, bullying, verbal abuse, damage to property.</p>	<p>Sent to the Headteacher to discuss the behaviour. Headteacher will meet to discuss the behaviour with parents and agree on next steps. Consequences may include;</p> <p>Loss of privileges e.g. trips/representing the school/clubs. Internal exclusion Risk assessment Behaviour plan/on report Behaviour Outreach Support Service (BOSS team) Fixed-term exclusion Permanant exclusion</p> <p>Incident(s) recorded Parents informed</p>

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group. We teach the children to recognise bullying using the acronym S.T.O.P (Several Times On Purpose).

Bullying can take different forms:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Pushing, hitting, kicking, any use of violence, taking another's belongings
Racial	Racial taunts, graffiti, gestures
Sexual	For example; explicit sexual remarks, gestures, unwanted physical attention
Direct or indirect verbal	Name-calling, teasing, sarcasm, spreading rumours
Cyber-bullying	Bullying that takes place online, e.g. via social networking sites, messaging apps or gaming sites.

If a child feels they are being bullied, they are encouraged to speak to a member of staff, who will take their concerns seriously. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Racist, Homophobic or Sexist comments or behaviour

Any words or actions that cause offence to another person and are considered racist, homophobic or sexist by the offended person are deemed to be offensive remarks. In serious, persistent cases, a referral made to police in line with the school Equality Policy.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent

Pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

Force is never used as a punishment, but positive handling may be necessary to ensure the safety of the child or other children. Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

Exclusion

The Head Teacher will decide whether 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. The Headteacher may consult the SLT, the Chair of

Governors or the Trust DPS prior to making a decision. Parents will be consulted and informed of the decision prior to the final decision.

The Head Teacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement? Has the school previously supported the child (what/when/what level of impact did this have)? Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. Statement, Provision Map, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines:

- <https://www.lincolnshire.gov.uk/school-attendance/school-exclusions>

Pupils with Special Educational Needs and Disabilities and Vulnerable Pupil

- St. Augustine's will make reasonable adjustments in the application of the behaviour policy to disabled pupils.
- We shall special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- School leaders are alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- We aim to identify at-risk pupils in advance.
- We aim to plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- We ensure that all those in contact with the pupil know what has been agreed.
- We make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- School leaders ensure that all staff are aware of appropriate referral procedures.

Allegations of Abuse against Staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Trust disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.

In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Roles and Responsibilities

Staff

All staff of the school share the responsibility for promoting positive behaviour and managing behaviour effectively.

Class Teachers

The class teacher revisits the school's golden rules with their class in the first week of each term. In addition to this, each class also has its own classroom set of classroom rules, which is agreed by the children and displayed on the wall of each classroom. In this way, every child in the school understands the expectations of behaviour, including the rewards and sanctions in our school. A positive and pro-active approach to establishing rules and responsibilities is evident throughout the school. It is the responsibility of the class teacher to ensure that class behaves in a responsible manner during lesson time. Teachers have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability. Teachers treat each child fairly and with respect and understanding.

The Headteacher

It is the responsibility of the head teacher to implement the school behaviour policy, and to report to governors, 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.

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.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for fixed-term exclusions. For repeated or very serious incidents the head teacher may permanently exclude a child.

Both these actions are only taken after the school governors have been notified.

Parents

Parents are expected to support their child's learning, and to work in effective partnership with the school. They are asked to sign a home-school agreement that outlines the responsibilities of both the parent and the school, including those about behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher or the head teacher. Teachers are always available to discuss concerns. Appointments are made through the school office. Parents are informed if the school has concerns about their child's welfare or behaviour.

The Governing Body

The governing body has responsibility for this behaviour policy and for reviewing its effectiveness.

Monitoring

The head teacher monitors the effectiveness of this policy and reports to the governing body on its effectiveness, if necessary, making recommendations for further improvements.

The school keeps a record of serious incidents of misbehaviour. Incidents that occur at break or lunchtime are discussed with class teachers or the head teacher by lunchtime supervisors. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. 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 from the Headteacher.

