



St Augustine's Catholic Primary School

Behaviour for Learning Policy.

School Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine's School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish, local and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God's love.

When God's love enters our hearts, we grow in wisdom and understanding.

Aims and objectives

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose ethos is built on Gospel values and respect for all, based upon the guiding principles of our mission statement. The school's behaviour policy is designed to support the way in which all members of the school can learn and work together. It aims to promote an environment in which everyone feels happy, safe and secure, and to develop self confident, caring children who value themselves and others and take responsibility for their own learning through their attitude to work.

Our policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We aim to celebrate good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Strategies

Promoting positive behaviour

We aim to be positive and proactive in encouraging good behaviour and **all** staff play a role in this. All staff work to promote the social and emotional aspects of learning throughout the day and in specific lessons. We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie. They also need to know what sanctions will apply if they misbehave. Staff use praise and positive reinforcement to promote caring attitudes among the children. By giving children responsibility and a chance to make decisions, we try to build self esteem and the foundation of good citizenship. We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. We believe that sanctions are most effective if applied fairly and calmly.

These aims are best achieved in a positive, structured framework which gives praise for making the right choices about behaviour. This positive approach includes encouraging good attitudes, rewarding and praising, setting a good example and having consistently high expectations of our children. The system operates throughout the school **for every pupil** with some adaptations for our youngest children and children with Special Educational Needs/Behavioural Needs. The system provides continuous positive feedback to children who behave appropriately and follow the school rules. It is based on simple clear rules which all members of the community have agreed and understand and a clear list of consequences which are applied if these rules are broken.

At the beginning of each school year, staff and pupils will create a set of school and class rules based on the CARING Code of Conduct –

- Courteous** - to all staff
 - to other pupils
 - to visitors
- Attentive** - to what people say
 - to instructions
 - to the needs of others
- Responsible** - look after property
 - help others
 - be honest
- Independent** - take responsibility for things you say or do
 - think for yourself
 - try your best and persevere
- Neat** - personal appearance and belongings
 - school uniform
 - school work
- Generous** - to fellow pupils
 - to those who need help
 - to charities

Our main emphasis is on the children who behave well and members of staff will recognise and reward these children. The following rewards are used to encourage and motivate children.

- A house points system involving all pupils, with rewards at the end of each half term for the house with the most points ie a Mufti Day and extra playtime. Points can be awarded for special effort or work in class and during playtimes. House progress is recognised every Friday at assembly.
- Stickers or other rewards given by the class teacher for good work or effort.
- School certificates for good work or behaviour.
- Visiting another teacher, behaviour manager or the assistant, deputy or head teacher to show good work.
- Lunchtime awards for thoughtful and helpful behaviour (given by lunchtime staff).
- Class teacher mentions the child's success to parents
- Freedom to choose a favourite activity, 'Golden Time'.

In addition to this, children on a specific behaviour programme may be given stickers on a chart which records improving behaviour.

SANCTIONS CODE

In the event that a child chooses not to follow the rules and behaves inappropriately, the following sanctions will be followed.

Our sanctions code divides unacceptable behaviours into two categories

- **Low Level Disruptive Behaviour**
- **Behaviour involving Serious Incidents**

Low Level Disruptive Behaviour

Examples of *Behaviour Triggers*

- Not getting on with work
- Stopping other children from working
- Not completing homework without a valid reason
- Talking at the wrong time
- Rudeness/disrespectful tone of voice/disrespectful body language
- Being dishonest or untruthful
- Name-calling
- Unkindness to other children/hurting other children
- Not adhering to classroom rules
- Not adhering to hall rules
- Not adhering to playground rules
- Throwing things inappropriately
- Deliberately causing minor damage to property
- Injuring others by thoughtless or rough behaviour

Stage 1:

Depending on the age of the pupil and nature of the behaviour, it is at the staff member's discretion to impose the most appropriate sanction. This can include **a reminder, warning, name on board, moved within classroom/hall, sent by support staff member to classteacher, sent by classteacher to another classroom/supervised area, missed playtime or part of playtime, 'time out' in playground.** Playground supervisors will not normally inform class teachers at this stage, unless there is a concern that the incident may result in a negative impact on the pupil's work e.g. pupil is upset/angry when returning to class.

Stage 2:

When there is repeated Stage 1 behaviour, the following sequence of actions will be taken.

- The class teacher will monitor and record behaviour. Stage 1 sanctions will continue to be imposed.
- The class teacher will give a final warning to the pupil that any further repeated behaviour will result in the pupil being sent to the behaviour manager.
- The behaviour manager will discuss the pupil's behaviour with them and warn them of the consequences of repeated behaviour.
- The behaviour manager will impose the sanctions deemed most appropriate. Parents will be notified re behaviour, their support will be requested through the letter and reply slip sent to them. Sanctions can include **off playground for a period of time, decided by behaviour manager; working out of class for a period of time decided by behaviour manager; withdrawn from certain activities when behaviour has been disruptive/unsafe; withdrawn from visits when behaviour has been disruptive/unsafe.**
- Where there is an ongoing concern regarding a pupil's behaviour, the behaviour manager must refer it to the SENCO and/or the Senior Leadership Team, so that a pupil conference can be carried out by relevant staff. Follow-up actions can include the following:
 - a meeting with parents/carers, so that daily written contact through behaviour contracts is established
 - providing a mentor (older pupil/member of staff)
 - referral to Joint Inclusion Team or other relevant service
 - establishing targets and support through IEP

In working with pupils and parents/carers, we will recognise the effort a child has made to improve his/her behaviour and do our best to support children and their families. However, in planning to meet the needs of an individual child, we also have to consider the effect on the whole school community of continued misbehaviour. It is very important that parents/carers of children with behaviour problems recognise the above. They are therefore expected to support the school fully, and to make clear to their child what sort of behaviour is required at school.

Stage 3

If behaviour does not improve, the child will be sent to the head teacher (or the deputy head teacher in the HT's absence). The head teacher will investigate and decide on the most appropriate action and sanctions. A letter will be sent to the parents requesting that they make an appointment to discuss the matter with the head teacher or deputy head teacher. The child's

name and a copy of the letter will be kept in the school behaviour file. If parents do not respond to the letter, the head teacher or deputy head teacher will contact them as soon as possible.

Stage 4

If there is continued poor behaviour, the child will be sent to the head teacher, or, in her absence, the deputy head teacher, and a fixed term exclusion will be imposed, which may be an internal or an external exclusion depending upon the circumstances.

Behaviour involving Serious Incidents

Examples of *Behaviour Triggers*

- Using violence towards others
- Threatening or intimidating others either verbally or physically
- Homophobic behaviour including name-calling or teasing
- Racist behaviour including name-calling or teasing
- Verbal abuse/use of inappropriate language towards staff
- Spitting at others
- Throwing things in a dangerous manner
- Deliberately causing damage to property
- Bringing anything dangerous to school
- Leaving school premises without permission
- Stealing

In the case of a serious incident, the following actions will be taken:

- An immediate referral is made to the behaviour manager
- The behaviour manager will impose the sanctions deemed most appropriate. Parents will be notified re behaviour, their support will be requested through the letter and reply slip sent to them. Sanctions can include **off playground for a period of time, decided by behaviour manager; working out of class for a period of time decided by behaviour manager; withdrawn from certain activities when behaviour has been disruptive/unsafe; withdrawn from visits when behaviour has been disruptive/unsafe.**
- In certain circumstances, if the offence is particularly serious or a repetition of a previous serious incident, the behaviour manager may send the pupil directly to the head teacher (or the deputy head teacher in the HT's absence). The head teacher will investigate and decide on the most appropriate action and sanctions. **This may include a fixed term internal or external exclusion depending upon the circumstances.**

Social Media

Pupils are not allowed to bring mobile phones to school, and do not have access to social media in school. They are taught e-safety across all age groups, and receive regular reminders from staff. Parents are encouraged to be vigilant and are reminded that pupils should not have social media accounts. When the school receives reports of misuse of technology or social media outside of school, but involving pupils on roll, parents will be informed and the pupils involved will be spoken to.

The role of the class teacher and other adults

It is the responsibility of class teachers and other adults to ensure that the school rules are understood by all and enforced, and that their classes behave in a responsible manner during lesson time. They have high expectations of our children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. They treat each child fairly, and enforce the policy consistently. They treat all children in their classes with respect and understanding.

The class teacher agrees classroom rules with the class and develops and maintains a positive reward system which recognises the class's success at meeting the rules. If a child misbehaves, the Behaviour for Learning Policy is implemented consistently. The class teacher or other adults communicate with lunchtime staff and other staff to ensure procedures are consistent throughout the day. They ensure that visiting staff understand the positive discipline policy and are able to follow the system.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENCO, discuss the possibility of Play Therapy referral, the LA's behaviour support service or any other relevant service. They report to parents about the progress of each child in their class, in line with the whole-school policy. They may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the head teacher/behaviour manager

It is the responsibility of the head teacher/behaviour manager 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.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. She 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, she may permanently exclude a child. This action is taken only after the school governors have been notified.

The role of parents/carers

The school collaborates actively with parents/carers, to ensure that children receive consistent messages about how to behave at home and at school. A summary of the behaviour policy is sent out annually and the full version is available on the school website.

Should the school need to use the staged sanctions in response to a child's behaviour, we expect parents/carers to support the actions of the school. If they have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the behaviour manager and then, if necessary, the Head teacher.

We expect parents/carers to support their child's learning, and to cooperate 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/carers as soon as possible if we have concerns about their child's welfare or behaviour.

We expect parents/carers to be vigilant regarding their child's use of technology, and ensure that it does not impact negatively on pupil well-being or safety.

The role of governors

The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. They support the head teacher in adhering to these guidelines. The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents (Stage 2). The behaviour manager records those incidents in which a child is sent to him/her on account of behaviour. The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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.