



# St Augustine of Canterbury Roman Catholic Primary School

*Christus Aeri, Hodie, Semper*



In the name of God the Father, the Son and the Holy Spirit, we remember that each person is gifted, unique and loved by God and so in the family of St Augustine's we:

- Welcome everyone in Jesus' name;
- Work together in Jesus' community;
- Follow Jesus' example in all we do;
- Learn with Jesus as our inspiration;
- Grow in faith with Jesus as our leading light.

## **Behaviour Policy**

### **Our Philosophy and Purpose**

As a Catholic School in the Diocese of Salford, we are committed:

- To proclaim and promote Jesus Christ, the Way, the Truth and the Life as the foundation and centre of the school community and of its evangelising mission within the Church's overall pastoral mission
- To believe that all are created in God's image and likeness, are children of one God and part of one sacred family as brothers and sisters sharing a common humanity and for whom the Spirit "is mysteriously present in every human heart
- To promote the common humanity that binds us together by building a sense of belonging, community and interdependence within our schools for the common good.
- To affirm and respect that one's religious beliefs are an important element in a person's identity to which one has an inalienable right
- To provide for and respect that one's religious beliefs need support and challenge in order to confirm one's identity within and commitment to such beliefs
- To promote a spirit of respectful dialogue of "finding and sharing a 'mystique' of living together" in contexts of religious diversity in which one is led to recognise, understand, value and affirm the religious traditions, beliefs, practices and wisdom of others whilst anchoring one firmly in the beliefs, traditions, practices and wisdom of one's own religion
- To give priority to recognising, valuing and providing for the highest quality learning about the various beliefs, values, practices and traditions of major world religions (religious literacy) and of other life stances independent of religious beliefs
- To create, develop and promote our schools as safe hospitable spaces in which all our children can thrive and be raised to distinction, respecting their dignity, rights and freedoms, protected from fundamentalism of any kind, free from sectarian sentiment of any sort, "in an environment permeated with the Gospel spirit of love and freedom"
- To foster a climate of learning and enquiry about, excitement in and engagement with life's Big Questions in a spirit of freedom and of the search for Truth

Our behaviour management within school fully reflects the Catholic ethos, with reconciliation at its heart. This behaviour policy aims to:

- ✓ Promote good behaviour, self-discipline and respect;
- ✓ Prevent bullying
- ✓ Ensure that pupils complete assigned work
- ✓ Regulate the conduct of all pupils

### **Our Mission Statement:**

In the name of God the Father, the Son and the Holy Spirit, we remember that each person is gifted, unique and loved by God and so in the family of St Augustine's we:

- Welcome everyone in Jesus' name;
- Work together in Jesus' community;
- Follow Jesus' example in all we do;
- Learn with Jesus as our inspiration;
- Grow in faith with Jesus as our leading light.

To support our school family to keep Christ at the centre of everything, the children have chosen 6 values which they believe underpin everything they are expected to be and show in their behaviour in and out of school:

Compassion (1 Peter 3:8)

Hardworking (Mark 10:35)

Respectful (Luke 15:2)

Inviting (Matthew 25:35)

Sharing (Luke 6:30)

Thankfulness (Matthew 11:25)

These values are shared with all members of our school family and linked to our rewards and sanctions within school.

The behaviour policy is linked to, and should be read in conjunction with the following policies and documents:

- Health and safety
- Safeguarding
- Attendance
- Teaching and learning
- Home-school agreement
- Single equalities
- Anti-bullying
- Complaints Policy and Procedure

At St. Augustine of Canterbury RC Primary School, we promote positive behaviour and help to prepare our pupils to be the citizens of the future through a consistent approach to behaviour management, strong school leadership, the development and regular reflection of classroom management strategies as well as modelling good behaviour and exploring consequences of our actions. As a Catholic school, we regularly ask the question, "What would Jesus do?" to help the children make links between what they have learnt from the Gospels and how they can apply this to their own actions and the actions of others.

We understand the importance of giving our pupils a voice where they can share their concerns as well as enabling them to make suggestions about how we can further improve behaviour, and all staff have support and training to help them deal with any challenges or complex situations which may arise.

## **Classroom Management**

The strategies class teachers employ for managing behaviour in their classrooms vary according to the age, ability and experience of the children. All class teachers at St Augustine's are skilled in identifying effective strategies for positively engaging the pupils and reinforcing the message of the whole school. At the beginning of the year, they use a range of tasks, linked to PSHE, to help devise a code of conduct with their classes. All children are fully supported to understand the systems of classroom management for their classes, including class specific rewards and sanctions.

Class teachers take full responsibility for the classroom management of all children, supported by teaching assistants who work with the children in their class. Lessons are planned to take account of the age, ability and experiences of the children and the structure of the lesson and organisation of the classroom supports this to encourage and promote positive behaviour at all stages. Children are encouraged to develop self-discipline and positive relationships are promoted at all times, with each, with the staff and with the wider school family.

Classroom management and behaviour is monitored continuously and closely by the senior leadership team and where necessary, additional support is planned and delivered.

## **Rules**

A high standard of behaviour is expected of all pupils at all times. In order to support this, the school has adopted rules which are linked to our school values. These are:

1. We are kind and helpful to others – we don't hurt anybody's feelings
2. We work hard – we don't waste our own or other's time
3. We respect others – we don't interrupt or hurt other people
4. We invite and welcome others – we don't leave people out
5. We share with others – we don't waste or damage things
6. We are thankful to others – we don't ignore or disrespect each other

These rules help staff explain to pupils which rule they may have broken and why their behaviour is unacceptable. It also provides an opportunity for staff to reward pupils who are doing the right thing.

The school council take a lead of behaviour outside the classroom and are continuously looking for ways of improving the less formal parts of the school day, such as playtimes and moving around the building. All members of staff have a responsibility for the behaviour of all children in the school and not just the pupils in their class. Any member of staff who sees a pupil doing something they shouldn't is expected to positively remind the pupil of the school rules.

Expectations of behaviour are communicated to the pupils and parents in a Home-School agreement which is reviewed annually.

## Rewards

There is a wide range of rewards for pupils throughout school, some of which are unique to classes or age phases and some, such as 'class dojo', which are whole school reward systems. Each class teacher communicates their rewards system to parents at the beginning of the year. These are displayed in class and used to positively reinforce behaviour expectations as well as recognise pupils' achievements.

### Class Dojo thresholds:

Dojos are awarded by all staff when they recognise a child is positively demonstrating the school values, both in their academic efforts but also in their behaviour around school, their actions and behaviour towards others and their representation as members of the family of St Augustine's.

Dojos are monitored by the class teachers and certificates are rewarded when pupils have reached the following thresholds:

100 Dojos – Bronze certificate

200 Dojos – Silver certificate

300 Dojos – Gold certificate

In addition to dojos, class teachers are asked to nominate 2 pupils each fortnight, 1 for a certificate of achievement and another for promoting and living out the faith life of the school. When a child completes an exceptional piece of work, or behaves in an exemplary manner by consistently modelling the school values they are recommended to the Headteacher for inclusion in the 'Golden Book'. At the end of each fortnight, one person is selected to receive the 'Headteacher's Award'. All parents of children receiving an award are informed at least the day before the Celebration Worship and warmly invited to join us. The names of those children who received awards are also sent home in the newsletter.

## Sanctions

Whilst we expect and promote positive behaviour of all pupils at all times, we recognise that sometimes behaviour may fall below that which is reasonably expected of our pupils. Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act). The decision to impose a sanction on a child will only be made by members of staff within school during the school day.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with this policy. The sanctions which may be used include:

- A verbal reprimand
- Extra work or repeated unsatisfactory work until it meets the required standard
- The setting of written tasks as a reparative measure, such as writing an apology
- The loss of privileges – for instance, the loss of a prized responsibility or not being able to participate in golden time
- Missing break time or part of lunchtime (Parental consent is not required and reasonable time will be allowed for the pupil to eat, drink and use the toilet)
- Regularly reporting including early morning reporting or being placed "on report" for behaviour monitoring
- In extreme cases, the use of temporary (fixed term) or permanent exclusion

The use of a sanction will be dependent on the level of behaviour as identified in the 'Traffic light behaviour consequences'. Low level behaviour remains the responsibility of class teachers and is monitored through their own class record keeping systems. Medium and high level behaviour is reported to the senior leadership team and family and behaviour support lead, using a 'Behaviour Report'. In all instances it is vital that children have an opportunity to make reparations. Teachers will also exercise a high degree of professionalism in applications of any consequences to ensure consistency but, above all else, a clear identification of individual need. Parents will be informed of all high level behaviour instances and medium level behaviour instances, where repetitive or escalating.

As a Catholic school, reconciliation is at the heart of everything we do; therefore pupils will always be supported to recognise the consequences of their actions, not only on themselves but on those around them, both directly and indirectly involved in incidents. School staff support pupils to identify what went wrong and consider what they can do differently but also how they can 'fix' the problem. This includes supporting pupils with problem solving, relationship building and conflict resolution. When necessary or appropriate, the Family and Behaviour Support Lead works with individuals and small groups to help move forward. Children who have been affected by the behaviour of others are supported to recognise the importance of forgiveness in allowing them to move forward as well. They are encouraged to be honest and open with all adults in school and seek support whenever necessary.

## **Bullying**

Bullying is defined as any form of verbal or physical abuse which is intended to cause distress to its victim(s), whether or not it succeeds. Bullying is also prolonged or repeated behaviour which hurts others physically, mentally or emotionally.

The school makes every effort to prevent bullying of pupils. These details are fully explained in the anti-bullying policy. Inappropriate behaviour, resulting in the bullying of a child, will be given a sanction appropriate to the age, and understanding of the pupil concerned, and the severity of the bullying which has occurred.

## **Confiscation of inappropriate items**

There are sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline as detailed in this policy
2. The power to search without consent for "prohibited items", including:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

With the exception of weapons and knives and extreme or child pornography which must be handed to the police, all other confiscated items will only be returned to the parent of the child.

Teachers, and teaching support staff, may confiscate, retain or dispose of any pupil's property at their discretion using their professional judgement. Dangerous items should be confiscated permanently. Other items should be returned if at all possible, once the pupil has agreed not to bring the item into school again.

### **Power to use reasonable force**

'Reasonable force' covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils. Force is usually used to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. All members of staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Where a pupil is:

- in danger of hurting themselves, or others
- committing an offence
- damaging property

Staff may use 'reasonable force' to prevent the situation continuing / escalating. Reasonable force should only be used where staff believe it is not possible to stop the pupil's behaviour by other means. All staff have received training on the use of handling (October 2015) and will be given refresher training every year. The use of reasonable force will form part of the induction process for new staff to the school.

In the event that reasonable force is used parents will be notified and a record sheet will be completed. This will be reviewed by a member of the SLT through supervision procedures.

### **School support systems**

Where children need more targeted, individualised support, the school will use a range of strategies to help. These will be managed by the SENDCO and/or Family and Behaviour Support Lead (FBSL), and may include:

- Referral to the FBSL for in class support
- Referral to the FBSL for individual withdrawal support
- Use of the Boxall profile to identify areas to be targeted within an individual behaviour plan
- Implementation of an individual behaviour plan (IBP)
- Request for support from the Local Authority PRU (Hendon Brook)
- Request for assessment from the Educational Psychologist
- Request for external agency support e.g. therapeutic play, counselling, family support

Where more targeted support is necessary, the SENDCO, Headteacher or Family and Behaviour Support Lead will consult parents to ensure they are kept fully up to date.

### **Behaviour of pupils outside of school**

All staff have the power to discipline pupils for misbehaving outside the school premises which is witnessed by a staff member or reported to the school.

A member of staff may discipline pupils for behaviour whenever the child is:

- taking part in a school organised activity or school-related activity
- travelling to or from school
- wearing a school uniform
- in some other way identifiable as a pupil of the school
- behaving in a way which has repercussions for the orderly running of the school or the safety of a member of the public / or another pupil
- behaving in a way which may damage, or adversely affect, the reputation of the school.

A sanction will only be imposed on the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Parents will be notified when a report of misbehaviour outside of school is received.

### **Consultation, monitoring and evaluation**

This policy was written in consultation with pupils, staff, governors and a working party of parents. Support was provided by senior staff at Blessed Trinity RC College to support transition for the older pupils in school. It is published on our school website and a copy is stored on the school server for reference for staff. A copy is available from school on request. The behaviour policy will routinely be monitored in its implementation through the SLT Monitoring and Evaluation tasks as well as through the formal supervision procedures. It will be reviewed at the end of the academic year and any changes made before the start of the new academic year.

### **Roles and responsibilities**

Governing body- Governors must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school and provide support to the Headteacher to determine measures to promote good behaviour and discipline amongst pupils.

Headteacher – the Headteacher will ensure there is clarity about the expected standard of pupil's behaviour as well as ensuring the behaviour policy is fully communicated and understood by all staff, parents and pupils. Support and training will be provided for all staff and regular monitoring of the behaviour policy and its implementation will be in the Monitoring and Evaluation schedule.

Teachers and support staff - all staff will ensure that they implement the behaviour policy at all times taking due regard for the individual needs of all pupils and ensuring they treat children fairly whilst maintaining good behaviour and discipline. They will seek support from the Pupil and Family Support Lead where necessary. It is the responsibility of the class teacher to communicate concerns about behaviour to parents. If a member of support staff is concerned about the behaviour of a pupil in the class in which they work, they must communicate this to the class teacher.

Pupil and Family Support Lead – will monitor the behaviour of pupils who are causing concerns and where appropriate liaise with the class teacher and parents to devise a plan for individual pupils to help improve behaviour.

Parents will support the school in implementing the policy to ensure a cooperative and consistent approach to managing their child's behaviour. They will liaise with the class teacher when there is a concern and support the school in their steps to ensuring positive behaviour and discipline is maintained. They will respect the professional judgement of school staff in dealing with positive and negative behaviour.

Pupils will take responsibility for their actions and understand the consequences of behaviour, both positive and negative.

### **Complaints procedure**

All complaints should be reported to the Headteacher. These will be thoroughly, speedily and appropriately investigated. Please see the Complaints Policy for further information.

### **Malicious allegations against staff**

Any allegations made against staff which are proved to be malicious will be treated very severely. The Headteacher will use professional discretion to decide upon an appropriate sanction. Temporary, or permanent, exclusion may be used for malicious allegations which result in the staff member's reputation being adversely affected or causes the staff member any distress.

## Appendix A – Behaviour Consequences

### Behaviour Consequences

In all instances it is vital that children have an opportunity to make reparations. All staff will exercise a high degree of professionalism in application of any consequences to ensure consistency but, above all else, a clear identification of individual need.

Behaviour Low Level	Consequences	Behaviour Medium Level	Consequences	Behaviour High Level	Consequences
<ul style="list-style-type: none"> <li>▪ Not ignoring inappropriate behaviour</li> <li>▪ Fiddling and distracting others</li> <li>▪ Running in school</li> <li>▪ Not lining up properly</li> <li>▪ Not putting hands up</li> <li>▪ Interrupting</li> <li>▪ Not listening</li> <li>▪ Inappropriate comments</li> <li>▪ Being unkind or calling names</li> <li>▪ Shouting out</li> <li>▪ Throwing objects but not at people</li> <li>▪ Chewing</li> <li>▪ Invading other children's personal space</li> <li>▪ Play fighting</li> <li>▪ Inappropriate noises</li> </ul>	<ul style="list-style-type: none"> <li>➢ Warning</li> <li>➢ 2 minutes off break (in class)</li> <li>➢ 5 minutes off break (in class)</li> <li>➢ 10 minutes off break</li> <li>➢ Miss whole break</li> <li>➢ Reflect upon actions</li> </ul> <p>If low level behaviour continues staff will then move on to medium level consequences.</p>	<ul style="list-style-type: none"> <li>▪ Telling Lies</li> <li>▪ Answering back</li> <li>▪ Deliberately ignoring staff instructions</li> <li>▪ Deliberately distracting others</li> <li>▪ Refusing to work</li> <li>▪ Refusing to take consequences</li> <li>▪ Deliberately being rude or unkind to others</li> <li>▪ Leaving class without permission</li> <li>▪ Throwing object at people</li> <li>▪ Hurting other children on purpose</li> <li>▪ Making ourselves and others unsafe</li> <li>▪ Pushing and Shoving</li> </ul>	<ul style="list-style-type: none"> <li>➢ Miss break- write letter of apology</li> <li>➢ Loss of reward time as appropriate for each class</li> <li>➢ ½ hr Consequence Time – parents informed</li> <li>➢ 1 hr Consequence Time- parents informed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bullying</li> <li>▪ Swearing</li> <li>▪ Discriminatory behaviour</li> <li>▪ Physical assault on another child, including fighting</li> <li>▪ Physical aggression towards an adult</li> <li>▪ Threatening others (adults or children)</li> <li>▪ Intimidating others (calling them grass/snitch)</li> <li>▪ Leaving school without permission</li> <li>▪ Stealing</li> <li>▪ Damaging property</li> <li>▪ Damaging/ destroying other people's work</li> <li>▪ Damaging/destroying display</li> <li>▪ Messing around outside i.e. coming back from church endangering self and others</li> </ul>	<ul style="list-style-type: none"> <li>➢ Full consequence time - parents informed by HT/DHT</li> <li>➢ Isolation 1 session – parents phoned</li> <li>➢ Isolation 2 sessions – parents phoned</li> <li>➢ Isolation from all children all day- parents phoned and meeting arranged</li> <li>➢ All damage to be paid for by child and/or parents</li> <li>➢ Exclusion</li> </ul>

*At Medium and High Level behaviour will be reported to the Headteacher using the formal reporting mechanism.*