



ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL AND NURSERY

BEHAVIOUR POLICY 2016-17

“If you would love me keep my commandments.” John 14 v15

Our Mission Statement

Every member of the school is unique in the sight of God. Our community is based on living the Gospel Values and leading our children towards a lasting belief in the Catholic Faith. We provide the highest quality education to enable children to reach their full potential and be thoughtful, compassionate and effective citizens

General Principles

At St Augustine's Catholic Primary School we have high expectations of pupil behaviour.

We believe that good behaviour is fundamental to a happy and successful school. The promotion of good behaviour is of the highest importance. All staff are responsible at all times for the behaviour of children within sight or sound of them, and implement the policy consistently.

Children also need to be responsible for their own behaviour. As children develop, so their sense of responsibility increases. An important role of the Primary phase of education is to develop a sense of personal and corporate responsibility and to begin to develop a good understanding of what is right and wrong.

Our school life is based on the Gospel Values of Faith, Hope, Love and Forgiveness. We respect each person as precious and equal in God's eyes and nurture tolerance and understanding of each other. Our values underpin all that happens in the school and provide the basis of our Mission Statement.

How do we do this?

- We value all pupils and we treat all pupils and adults with respect.
- We promote a positive atmosphere in the whole school.
- We have consistent high expectations.
- We tell children what is expected of them.
- We reinforce good behaviour with praise.
- We will investigate thoroughly and apply sanctions consistently and fairly.
- We identify children who find some aspects of behaviour difficult and offer support.
- We talk about how their behaviour has been unacceptable.
- We involve parents if behaviour gives cause for continued concern.
- We explore moral issues in RE, PSHCE and Values lessons and in assemblies.

The above strategies are reinforced and underpinned by our behaviour management system – “School Responsibilities”, “Traffic Lights” and “Rewards & Sanctions”.

School Responsibilities

A limited number of simple responsibilities have been agreed, these responsibilities are reviewed with the children in Assemblies and School Council meetings. The children have always been involved in devising, implementing and reviewing these responsibilities.

These responsibilities are displayed prominently all around the school and referred to by all staff.

The children's responsibilities are:

- We do our best
- We are courteous and polite
- We listen to adults and do as they say
- We ask for help with difficult problems
- We take care of our environment

Traffic Lights

In each class there is a traffic light display with all of the children's names. All of the children start each session on 'Green'. If a child's behaviour becomes unacceptable their name is put on orange as a visual warning. Children's names will be moved back to green when behaviour improves. Continued inappropriate behaviour will result in names moving to red.

Children who have been on red will miss part of break time whilst they talk about their behaviour with the class teacher.

Children who regularly end sessions on red on a daily basis will go into detention at lunchtime for 15 minutes – see 'Sanctions', below.

The traffic light display will also include a gold star. Children whose behaviour is exemplary can move to the star. Children on the star at the end of the session will be rewarded with house points.

Rewards and Sanctions

The children need to understand the concept of cause and effect. It is very important that the children know from a very early age that each person deserves to be treated fairly and allowed freedom and space to develop without interference from others.

The children are aware that each individual has rights which the whole community must protect to ensure each person's well being.

In order to promote good standards of behaviour there is an agreed school reward system along side appropriate sanctions for those who choose not to comply.

Rewards

Effort and achievement are always rewarded. All staff are trained to notice children's endeavours, however small. Pupils are expected to be kind, respectful, obedient and hardworking and be aware of each other's safety. At our Celebration Assembly every Friday children's achievements and endeavors are recognised and rewarded. A variety of rewards are used in school depending on the age and ability of pupils. These are used consistently and include:

- House points
- Verbal praise, stickers and positive comments.
- Celebration assembly certificates.

Sanctions

All children, at some time or other, will fall short of the expected behaviour. In consultation with the children we have agreed a step by step approach so that inappropriate or unnecessary sanctions are not used.

- Visual warnings – see ‘Traffic Lights’.
- If behaviour does not improve and is causing disruption to the learning of others, the child will be sent to another class for **10 minutes**. (children must reflect at breaktime –reflection sheet)
- Missing part of playtime (managed by Class Teacher)
- Sent to a Senior Staff member or Head Teacher.
- Sharing concerns with parents.
- Formal meeting with parents, class teacher and Senior Staff.

For continued inappropriate or disruptive behaviour (see traffic lights), the child will have a 15 minute lunchtime detention. A time to discuss, reflect and write about the incident, a copy of which will be kept in the Behaviour File. (Years 2 - 6 only).

For more serious incidents including violent or aggressive behaviour, bullying, stealing or damage to school property the child will have a 15 minute lunchtime detention and write a ‘Serious Letter Home’ detailing their behaviour. Further time away from other children may also follow. A meeting with parents will follow.

Detention will be taken by senior staff.

If a child is caught using foul or inappropriate language they will write to their parents detailing the exact words and phrases that were used.

For children whose behaviour is beyond the norm and who do not respond to the above rewards and sanctions the following options are available:

- Target sheets (with daily or weekly rewards for meeting targets) set with the class teacher, parent(s) and child.
- Pastoral Support Plans written with the child, parent, teacher and SENCo (depending on the severity of the problems).
- Referrals to the behaviour support service and vulnerable children’s panels to access support and strategies.
- Accessing counselling through the behaviour support service.
- Fixed term exclusions.

Permanent exclusion will only be used where everything else has failed and where a child’s presence in the school seriously jeopardises the interests of other members of the school community.

The Governing Body will be involved in the permanent exclusion process

In the Playground

Pupils have more freedom at playtime to make choices about how they behave towards others. Pupils usually act kindly and responsibly towards each other but from time to time pupils do make the wrong choices about their behaviour. It is how adults in the school, their parents and other pupils respond to these incidents that make the difference between a child understanding, accepting and learning from the incident or repeating the same mistake again. A clear system of rewarding good choices and clear

consistent sanctions for poor choices, supported by the pupil's parents, is vital if pupils are to learn how to treat others.

Sanctions

There are occasions when pupils make the wrong choice about their behaviour. Pupils need to understand that rules are made for a reason and that when rules are broken there are consequences. There are sometimes circumstances which explain why a pupil chose to behave in a certain way but this does not excuse poor behaviour or mean that sanctions can be waived. The school and parents need to work in partnership, if the pupil is not to make the same mistake again.

Adults in school will treat all children fairly and courteously. They will make sure the pupil knows what they did wrong and why it is wrong. The adult should make it clear what is acceptable behaviour, and make sure that the child understands this.

Role of the Parents in Managing Behaviour in School

The parent's role begins before the child enters school and continues for many years after. It is a parent's duty to prepare their child to face the outside world. Parents have the task of building up their child's self esteem and feeling of self worth and developing positive attitudes. Children learn by example. Their first role model is the parents closely followed by the wider family, parish and community including friends and teachers. Children will reflect what they see around them:

- Tolerance of others
- Development of social skills of sharing, taking turns
- Respect for the rights and possessions of others
- The need to be good listeners
- A sense of right and wrong

Children will develop further social skills through their contact with others outside the home. These new skills will be additional to those they have learned from you. They need to know your standards first. They are then able to make valid judgements when comparing what others want of them, against what they know is acceptable.

Promoting good relationships

The promotion of good relationships within school depends on five essential principles. Our success depends on these essential principles.

Recognition	We are all human beings created by God, and equal in the eyes of God. Therefore we must not intimidate those who are different from ourselves
Respect	Other people may disagree with us and have a right to do so.
Listening	Listen and hear the other person's point of view.
Understanding	The other person has wants and needs.
Forgiveness	A development of Christian spirit that allows us to move forward so that we do not dwell on blame and condemnation.

When your child tells you of an incident which has happened to them in school try not to look for blame. Listen to both sides of the story as s/he sees it. Ask questions to help your child understand the circumstances and hopefully see the problem from both sides.

Why do you think that happened?

Is there anything we need to understand to help sort out this situation?

Is there anyone else who is able to help?

Can you think of anything that might help to stop this from happening again?

Encourage the child to express how s/he feels about what has happened so that they are able to reason things out by questioning their own involvement. Discourage feelings of resentment and look for a positive outcome. Do come to school to discuss the problem if necessary.

Attached: Reasonable force guidelines

Reference: Anti-bullying Policy

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either 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 student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force .
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

“Use of reasonable force”, Advice for headteachers, staff and governing bodies DfE July 2013