



St Augustine's RC Primary School

PUPIL BEHAVIOUR AND DISCIPLINE POLICY

Reviewed: March 2015
Reviewed by Staff and Governing Body
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PUPIL BEHAVIOUR AND DISCIPLINE POLICY

Legal Framework:

DfE guidance, 'Behaviour and Discipline in Schools' (2014), has been taken into consideration when producing this policy. It outlines that:

- 'Teachers have power to discipline pupils for poor behaviour which occurs in school and, in certain circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. (unless the Head of School says otherwise)
- Principals, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. 'They must ensure that arrangements are made to safeguard and promote the welfare of pupils.'

Aims:

Teachers should demonstrate their own adherence to the underlying gospel values of the school by the way they promote good behaviour and in their responses to pupils. In exercising their authority staff should be honest, fair and just. Setting a good example will result in pupils feeling secure, happy and valued.

The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that pupils complete assigned work
- regulate, as appropriate, the conduct of pupils

Core Principles

"I have come so that they may have life, and life to the full." (*John 10:10*)

At St. Augustine's School, we take our role modelling from the life of Jesus and practice good behaviour in line with the Catholic ethos and mission of the school.

The school follows an assertive discipline which focuses on and highlights positive behaviour and as far as possible

- Children have a right to attend school in safety and to learn without disruption.
- Teachers and support staff have a right to work in an environment that allows them to use their skills to the full for the benefit of all their pupils. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Pupils should show respect to staff at all times and in turn, staff should be sensitive to the needs of pupils.

- Rewards are more effective than punishment in motivating pupils. Good behaviour and achievement should be rewarded.
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met or referrals made. A rigid code of consistent conduct is not necessary for the vast majority of pupils but should ensure that the small minority of disruptors are aware of the rules and consequences/sanctions that will be imposed.
- Parental engagement is crucial and the support of parents and carers is essential for the maintenance of good behaviour.
- Pupils with behavioural issues will be supported by their class teachers and other members of staff as appropriate; Specific support may be provided by the member of staff Teaching Assistant with particular responsibility for Behaviour Support and Pupil Well- Being.
- The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

It is important that all staff ensure that standards are maintained and are consistent. Instances of misbehaviour must be dealt with by the member of staff present at the time of the incident. Where examples are mentioned it is important to remember that they are not exhaustive lists.

The approach of the school is firm, fair and forgiving. School attempts to see each day as a fresh start. Consequences are not carried over from the previous day however there will be occasions where it may be necessary for a sanction to be imposed the following day e.g. when a pupil is to be kept in at break or lunchtime because of an incident on the previous day.

Expected classroom behaviour:

Class rules and consequences are the same throughout the school.

Class rules

- Listen and follow instructions
- Let other people work
- Keep hands, feet and objects to yourself
- Walk in the classroom and the wet area

Consequences (for choosing to break class rules)

- Warning
- Short time out (age appropriate)
- Longer time out
- Letter sent home
- Go to Key Stage Leader

Expected behaviour for break and lunchtime

Playground rules

- We treat each other as friends
- We listen to and respect the adults in charge
- When the whistle is blown we stand still and listen to instructions

- Consequences
- Warning
- Time out
- Name in incident book (passed to class teacher)

Class Teachers monitor the incident book.

If a child's name appears 3 times or more in one week, they are referred to the Key Stage Leader who will decide on an appropriate sanction e.g. removal from the playground for a morning break or lunchtime. Where poor behaviour persists, the Key Stage Leader will contact parents/carers to discuss appropriate actions/sanctions.

Management of children's behaviour at lunchtimes is set out in the schools 'Guidelines for Lunchtime Supervisors' and the Staff Handbook and is reviewed with staff on a regular basis or when a new member of staff is appointed.

Behaviour out of School

St. Augustine's School is committed to ensuring our pupils act as positive ambassadors.

The same behaviour expectations for pupils apply in school and off site.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from school during educational visits
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Incidents off-site:

Under the Education and Inspections Act (2006), the school has the right to exercise discipline beyond the school premises. This includes negative behaviour:

- during activities arranged by the school such as educational and sporting events
- on the way to and from school
- when wearing the school uniform in a public place
- which poses a threat to another pupil or member of the public
- which could adversely affect the reputation of the school

In response to **non-criminal** negative behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the school will investigate the incident, communicate with parents and discipline pupils accordingly.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites):

Y6 pupils may bring a mobile phone to school but this must be switched off and handed to the Class Teacher at the start of the school day.

The use of defamatory or intimidating messages/images inside school will not be tolerated. Where such incidents take place outside of school but impinge on school life, parents/carers will be informed and action taken in line with the appropriate policies e.g. E-safety/Anti-Bullying policy.

Disciplinary action against pupils found to have made malicious accusations against staff and other adults working in St. Augustine's School

In order to fulfil its commitment to the welfare of children, St. Augustine's School has a procedure for dealing with allegations of abuse against members of staff and volunteers. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the Carmel Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Carmel Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head of School will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken will be discussed with the parent/carer of the pupil concerned at an early stage and decided in consultation and agreement with the Local Governing Body and Directors of Carmel Education Trust.

Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Rewarding good behaviour:

School recognises that praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the school. Examples of rewards include:

- Merits/house points
- Certificates
- Star of the Week Award
- Special privileges e.g. being first in the line
- Celebration assemblies
- Prizes

Merit System

Merits contribute to each pupil's personal achievement of bronze, silver and gold awards, as well as contributing to the house points total. Merits will be awarded for a variety of reasons including positive behaviour. It is important, that if it is to be effective, the merit system is used consistently and frequently.

Merits will be recorded on the classroom charts and totals collated by House Captains under the supervision of the Key Stage 2 Leader.

Sanctions and interventions:

Sanctions are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not labelling the pupils.
- impose sanctions fairly and consistently
- use sanctions to help the pupils to learn from mistakes and recognise how they can improve their behaviour
- link the concept of sanctions to the concept of choice, so that the pupils see the connection between their own behaviour choices and its impact on themselves and others and so increasingly take responsibility for their own behaviour
- avoid whole group sanctions that punish the innocent.
- never issue a sanction which is humiliating or degrading.

The School will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately** and will draw from a range of strategies including:

- One to one admonishment
- Withdrawal from classroom
- Behaviour/Monitoring charts
- Multi agency assessments
- **Confiscation of property** - the School reserves its right to confiscate, retain or dispose of a pupil's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the school's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent for prohibited items including:
 - Knives and weapons
 - Stolen items
 - Fireworks
 - 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 school rules such as chewing gum, sweets, fizzy drinks, make up.

Records of confiscated items will be kept and items will be stored safely and returned to the pupil and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police.

- A variety of forms of detention (e.g. break and lunchtimes)
- Withholding participation in a school event/trip/sporting activity
- Carrying out a community/useful task in school
- **Internal exclusion** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a pupil is on internal exclusion, it will be for a limited period only (as defined by the school) and appropriate work will be set. The School will ensure that pupils are kept in isolation no longer than is necessary and that their time spent there will be used constructively.
- **A fixed period exclusion** (note: pupils excluded from school for more than 5 days will receive full-time education elsewhere from the sixth day)

- **Permanent exclusion – see also DfE and LA guidance.**

Permanent exclusions will be considered for:

- Serious actual or threatened violence against another pupil or adult;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying

Procedures for dealing with negative behaviour:

In the first instance, misbehaviour should be dealt with by the member of staff on the spot. If a pupil's attitude and behaviour leads a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to the Class Teacher or Key Stage Leader.

Classroom Management:

Teachers should maintain high standards at all times and should impose the agreed consequences when pupils fail to adhere to class and playground rules. Key Stage Leaders must accept responsibility for classroom standards in their Key Stages and must monitor the classroom management of staff whom they line manage. Teachers and Key Stage Leaders must ensure that behaviour records are kept up to date. Behaviour management will be a regular feature of teacher training especially for new and less experienced staff who may need additional support to manage pupil behaviour.

Serious incidents:

If an incident occurs during a lesson of sufficient seriousness that it needs immediate action, staff should send for the Head of School. If the Head is not in school then the next most senior member of staff should be sent for.

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of pupils and/or staff, the services of external agencies such as the Police or social care may be called upon.

The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

Use of reasonable force- see also MAT Policy

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

Dress code:

Pupils must be challenged by the class teacher if they fail to comply with uniform regulations as set out in the school prospectus (including make-up/appropriate footwear/jewellery/nail varnish/appropriate hair styles).

Associated Policies and/or reference documents

- Safeguarding/Child Protection -MAT
- Anti- bullying
- E-Safety
- SEN and code of Practice MAT
- Physical Restraint
- Whistleblowing
- Use of Reasonable force - MAT
- Exclusions guidance LA and DFE
- School Prospectus
- Staff Handbook
- Guidelines for Lunchtime Supervisors