

# St Austin's R.C. Primary School

## Positive Behaviour Policy



**Grow in Faith Together**

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Title of Policy: Positive Behaviour Policy 2021

This Policy replaces: Positive Behaviour Policy 2020

Author: A Shepherd

Post Holder (will be responsible for keeping policy updated): Headteacher, Governing Body, SENCO, Business Manager

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Policy Review Cycle: Annually

Date to be reviewed: 19.10.22

## **Legal Framework**

The Policy has due regard to all relevant legislation and statutory guidance including but not limited to:

- Education Act (1996)
- School Information (England) regulations (2009)
- Education Act (2002)
- Equality Act (2010)
- Education and Inspections Act 2006, sub section 89
- DfE (2016) - Behaviour and Discipline in Schools
- DfE (2018) – Mental Health and Behaviour in Schools
- DfE (2015) – Special Educational Needs and Disability Code of Practice (0-25years)

Related Policies:

- Behaviour Statement
- Children's Booklet
- Exclusions Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Social Emotional and Mental Health (SEMH) Policy
- PSHE Policy
- Anti-bullying Policy
- Complaints Procedure
- Parental Code of Conduct Policy
- Care and Control Policy

The philosophy of the Behaviour Policy of St Austin's RC Primary School is embodied in the School Mission Statement:

***St Austin's is like a star where the light inside each one of us shines brightly.***

***As a team, we support, value and respect each other.***

***As a family, we use our talents to be the best that we can be; following the path of Jesus as we:***

**Grow In Faith Together**



## **Statement of Intent**

At St Austin's R.C. Primary we aim to provide all pupils with the opportunity to thrive in a safe and secure environment. In order to achieve the best possible outcomes for our children, excellent behaviour and appropriate behaviour for learning is expected in all lessons.

Following our Mission statement, we aim to promote a positive atmosphere where praise and encouragement contribute to success. All children are encouraged to learn how to make good relationships and resolve conflicts in a sensible and positive manner. As they grow older, it is expected that they will take greater responsibility for managing their own learning and behaviour. Throughout the school a shared sense of ownership is promoted through the children's input into school and class rules and through regular assemblies and collective worship.

The promotion of excellent behaviour at St Austin's R.C. Primary is the responsibility of all the school family, to ensure that:

- Children understand what kind of behaviour is acceptable and the reasons why some behaviours are unacceptable.
- The environment is attractive, welcoming and reflects the involvement and participation of the children and their families.
- Parental co-operation is recognised and their support in the area of behaviour management is valued.
- Children are given the opportunity to explore their own attitudes, values and behaviour and take increasing responsibility for themselves.
- We provide excellent role models and support each other showing consideration and respect for each other, for children and their families.
- Any unacceptable behaviour is dealt with promptly and consistently in accordance with the policy.
- Children are given opportunities to build on their self-esteem and confidence and are not threatened by a sense of failure.
- Children are encouraged to learn from their mistakes and where possible to put it right and take steps to restore relationships, letting go and move on.
- Our behaviour policy aims to limit disruption and maximise opportunities for teaching and learning.
- The structure and agreed procedures are understood and adhered to by all.
- Children are encouraged to make reasoned choices about their behaviour, acknowledging that actions can have consequences.
- We take a positive approach without oppressive rules.

## **Roles and Responsibilities**

The Governing Body has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and the behaviour procedures of the school.
- Ensuring the policy does not discriminate on any grounds including, but not limited to age, disability, gender, race, religion or belief.
- The policy is written in conjunction with the anti-bullying 'protected characteristics'.
- Promoting a whole-school culture where value and respect encompass every activity.
- Handling Complaints regarding this policy (Complaints Procedure).

The Headteacher is responsible for:

- The implementation of the Policy.
- Publication of the Policy.
- Termly reporting to the Governing Body on the implementation of the policy, addressing any SEMH issues that may be a contributing factor to behaviour incidents.
- Advising the Governing Body of the effectiveness of the Behaviour Policy and management systems.
- Establishing the standard of behaviour expected.

The SENDCO is responsible for:

- Providing professional guidance to staff about SEMH difficulties and SEN provision and how this links with behaviour.
- Liaising with parents and outside agencies regarding SEND and SEMH issues.
- Referring pupils with SEMH and SEND issues to external services e.g. specialist children and young people mental health services, CAMHS etc.
- Liaising with educational psychologists and health and social care professionals.
- Liaising with other schools and secondary schools to promote smooth transition.
- Collaborating with the Governing Body, Headteacher and SLT to develop policies, for example, anti-bullying.
- Wellbeing Lead for the school, developing associated policies and overseeing with the Headteacher pupils' interventions for SEND and SEMH, their related behaviour difficulties and wellbeing.
- Undertaking day-to-day responsibilities for the operation of the SEND and SEMH policies to support pupils with SEND.
- Supporting staff by advising on effective implementation and support.

Teaching staff are responsible for:

- Planning and reviewing support for their pupils with SEND and/or SEMH related behavioural difficulties in collaboration with parents, SENDCO and if appropriate, pupils themselves.
- Planning lessons which are challenging, interesting and relevant to the curriculum and ensure there are no barriers so that every pupil can achieve their full potential. To recognise and value the strengths of all children.
- Being responsible and accountable for the progress and development of the pupils within the class without barriers.
- Being aware and undertaking training as applicable to provide support for pupils with SEND and/or SEMH behaviour issues.
- Log behaviour incidents on CPOMS
- Inform members of the SLT, the Deputy Headteacher or Headteacher of behaviour incidents as appropriate.
- To create a safe and pleasant environment both physically and emotionally.
- To use positive and negative consequences clearly and consistently.
- To be a good role model.
- To form positive relationships with parents and children.
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.

Other members of staff, support staff, volunteers and students are responsible for:

- Adhering to this policy.
- Ensuring each pupil adheres to this policy and children's booklet.
- Promoting a supportive learning environment as advised by the Headteacher.
- Being a good role model.
- Forming positive relationships with parents and children.

Pupils are responsible for:

- Their own behaviour both within school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Adhering to the school's behaviour policy and children's booklet.
- Contributing to their own learning.
- Treating others, their belongings and the environment with respect.
- Showing consideration for others.
- Considering the effects of their actions on others.

School Council are responsible for:

- Being a good role model.
- Their own behaviour within school and in the wider community.

Parents are responsible for:

- The behaviour of their own child/children both inside and outside of school and within the wider community.
- The behaviour of their child/children on-line, which should be age-appropriate.
- Adhering to the Parental Code of Conduct Policy.
- Making their child/children aware of appropriate behaviour
- Encouraging independence and self-discipline
- Supporting the school in implementing this policy

### **Aims and Expectations**

Positive behaviour is a necessary part of the provisions we make in St Austin's to create and maintain an orderly working environment in which all members of the school community feel safe and secure and are able to reach their full potential.

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To work to prevent all forms of bullying including cyber-bullying (see anti-bullying and behaviour statements)
- To raise children's self-esteem – see Children's Booklet
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose
- To ensure our whole school life is a learning experience, in the context of the wonderful world which God has created for us

## **Developing Positive Behaviour**

We believe that all staff at school have a responsibility to actively help children develop core values and abilities. They can be taught throughout the school day by:-

Staff modelling the values directly:

- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Teaching the skills and abilities through weekly assemblies

**Specific School Rules –** *(Pupils have ownership as they have contributed to these):*

**G**ive a smile

**I**nclude everyone

**F**ollow and achieve your talents

**T**reat each other with respect

**O**rganise yourself

**F**ollow in Jesus' ways

**L**ook after our school

**O**bey school rules

**V**olunteer your time and efforts

**E**very day in every way- encourage others.

## **Positive Behaviour (Rewards)**

At St Austin's we believe that children should be encouraged to behave appropriately and work to the best of their ability. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the Headteacher
- Stickers, star charts
- Certificates
- Headteacher' s Awards
- Class Attendance certificate
- Reporting back to parents
- Displaying work
- Good work assemblies
- House awards /points
- Awards ceremony
- Golden Time

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed.

## **Consequences (Sanctions)**

At St. Austin's we use a system of consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community. Provision is made for children with additional needs.

There are consequences if children choose not to follow the rules. Sanctions could include:

- Being asked to change activities
- Being taken aside and spoken to quietly by a member of the staff.
- Being asked to work in another classroom for a limited period.
- Being asked to rectify and make good any damage I have caused.
- Being asked to sit and discuss with the teacher or another adult the consequences of my actions and how to avoid such situations in the future.
- Home/School liaison book put in place.
- A Parental discussion.

In the event of unacceptable behaviour the following will apply:

1. A verbal warning by a teacher that behaviour is inappropriate.
2. A second warning if the inappropriate behaviour continues.

At this point the Sanctions above may be used as appropriate respective of age, gender, additional needs and type of behaviour.

3. After 2 warnings, if appropriate, the pupil will be removed from the classroom for 5 minutes and will then be asked to re-enter the classroom and adhere to school rules.

4. In the event that the behaviour continues the pupil will be sent to the Deputy or Head Teacher.

Severe cases of inappropriate behaviour (e.g. fighting/bullying) or persistent disruption (e.g. defiance) the pupil will be referred to the Headteacher or Deputy. All incidents of bullying will be referred to the Headteacher or Deputy in the first instance and dealt with as per the anti-bullying policy and logged on CPOMS.

The Headteacher or Deputy Headteacher use their professional judgement in the next course of action. This could include a Family Action Meeting; the implementation of an Individual Behaviour Plan; referral for external support; removal from class to an inclusion base or the risk of exclusion as per the exclusion policy.

## **Involving Parents**

At St Austin's, we encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour.

Information about ways in which parents can help their children is provided through curriculum meetings, reports and newsletters.

## **Procedures in place when there is concern about a child's behaviour**

If a child displays inappropriate behaviour of a moderate level that child will be asked to:

- Reflect about what went wrong and to suggest ways in which the behaviour can be improved or avoided in future. Should a child's behaviour continue to give concern he may be referred to the Deputy Head.
- After persistent inappropriate behaviour, children will be referred to the headteacher who may contact the parents to discuss the problem. Serious incidents may also be referred directly to the Head. At each stage, our system allows the teacher to find out if there are any factors that may be contributing to the child's behaviour.
- Where concerning behaviour continues the Headteacher will work with staff, including the Special Needs Co-ordinator and TA Support staff to develop an appropriate education plan which will be discussed with the child and the parents. The plan will be reviewed regularly and updated appropriately. Where necessary referral will be made to a specialist teacher or outside agency. In very exceptional circumstances the procedures for suspension and expulsion will be initiated, following L.A. guidelines and the exclusion policy.

## **Behaviour Log**

With effect from September 2019, the school uses CPOMS to log and monitor behaviour incidents. Class Teachers can record incidents, the Designated Safeguarding Lead can log and monitor incidents of a behavioural or safeguarding matter.

## **Strategies for dealing with challenging behaviour:**

### **Physical Intervention**

The use of physical intervention needs to be used as outlined in the Care and Control Policy.

All incidents of physical intervention must be reported to the headteacher, recorded and kept in the headteacher's office. A TEAM TEACH approach is used.

This policy should be read in conjunction with The DfE guidance (updated July 2017) Use of Reasonable Force and will be used appropriately. This relates to legislation of Education Act 1996 and Education and Inspection Act 2006.

*<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>*

### **Exclusion**

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the School's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to staff and others. Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Exclusion Procedure - please refer to the exclusion policy.

### **In-service Training Needs**

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in- service training.

Agreed by Governors on.....(insert date)

Signed by Chair of Governors.....

Signed by Headteacher.....