

St Austin's R.C. Primary School

Positive Behaviour Policy



Grow in Faith Together

Title of Policy: Positive Behaviour Policy 2020

This Policy replaces: Positive Behaviour Policy 2017

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: Every 3 years

Date to be reviewed: 27.2.2023

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*):

Give a smile

Include everyone

Follow and achieve your talents

Treat each other with respect

Organise yourself

Follow in Jesus' ways

Look after our school

Obey school rules

Volunteer your time and efforts

Every 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.....

St. Austin's R.C. Primary School

Positive Behaviour Policy Addendum (Covid 19)

Introduction

Following schools being closed to the majority of pupils, the Department for Education have announced a phased-re-opening of Primary Schools starting with the introduction of Year 6,1 and Rec pupils with possible guidance on re-opening for other year groups to follow.

This addendum to the Positive Behaviour Policy details adaptations made after 1st June 2020 rather than providing the typical school day experienced up to April 2020.

To make it easy to read, this addendum talks about *teachers*. But when we use the word *teachers* we also mean *other staff with responsibility for pupils*.

This policy appendix is guided by the Department for Education Guidance released throughout May 2020 regarding the re-opening of schools and other education establishments.

This policy addendum is specifically intended to:

- ensure the safety of every member of staff and pupil during this time
- encourage young people to take responsibility for their behaviour during this time
- tackle incidents/instances of poor behaviour effectively and fairly during this time
- allow teachers to feel safe and supported during this time
- foster an environment where all members of the school community respect and adhere to the social distancing guidance during this time

The policy addendum will be shared with stakeholders:

- to pupils in the first session held on pupils' first day of face-to-face sessions and in the Policies section of the school's website
- to teachers – by email, staff briefing and in the relevant section of the School's website.
- To parents/carers –on the relevant section of the school website

What we expect pupils to do during this time

Pupils must only use the entrance/exit they have been assigned to enter/leave the school building.

Pupils must sanitise their hands at least 6x per day

Pupils must walk directly to the classroom they have been assigned. Pupils are not permitted to move around the building freely or open any closed door. Pupils must walk directly to their assigned desk.

Pupils must only sit at their assigned desk and must not touch any desk assigned to another pupil or any equipment on a desk assigned to another pupil.

Pupils must only enter their designated area during break time

Pupils must meet our expected behaviour in class which is set out in the Positive Behaviour Policy.

Pupils must not attempt to make physical contact with any other person.

Pupils must not attempt to deliberately move within 2 metres of any other person. If they do, we will remind them of social distancing rules

Pupils must not deliberately, unnecessarily or maliciously perform actions associated with symptoms of Covid-19, for example but not limited to, spitting, coughing and/or sneezing or any action that could spread germs.

Pupils must follow the government guidance when needing to cough or sneeze by covering their mouth and nose with a tissue or coughing or sneezing into their arm and use "Catch it, Bin it Kill it"

"Snuffle stations in each class to be used"

Pupils must continue to meet the expectations that have been detailed and explained to them during these times. Child friendly rules will be displayed in the main entrance and revisited regularly.

Nursery children will be assigned individual mats and will be encouraged to play within assigned "mat" zones.

What we expect our teachers to do during this time

We expect all of our teachers to address any behaviour that is unacceptable, that breaks our school rules or from a child who doesn't follow a reasonable instruction.

Teachers will address poor behaviour by speaking to the pupil and giving them an instruction to stop the witnessed behaviour before informing a member of the Senior Leadership Team of the poor behaviour witnessed.

Where the behaviour of a pupil makes us worried that they could cause harm to themselves or another person the pupil will be removed from the class by a member of the Senior Leadership Team.

The actions we may take when a pupil misbehaves during this time

Any pupil that cannot cooperate with our expectations and guidelines will be directed to return home and will continue with home-learning until further notice. This period will last until the Headteacher decides they can safely return to school.

Any pupil that displays behaviours that demonstrate they are not willing to cooperate with us in maintaining a safe environment will be deemed to have committed a serious breach of the school's Behaviour Policy and therefore an additional sanction, detailed in the school's Behaviour Policy may be considered.

The following are some examples of what we consider to be unacceptable behaviour) specific to the context of the phased return delivery of face-to-face sessions, though the list is not exhaustive:

- refusing to sanitise or wash hands
- not moving directly to the allocated classroom
- deliberately making contact, or attempting to make contact, with another person
- deliberately moving within 2 metres, or attempting to move within 2 metres, of another person
- deliberately, unnecessarily or maliciously performing actions associated with symptoms of Covid-19, for example but not limited to, spitting, coughing and/or sneezing or any action that could spread germs
- not attempting to cover the nose and mouth with a tissue or arm when coughing and/or sneezing

Behaviour outside the school during this time

Pupils must leave the school site when directed and once through the gate make their way directly to their home.

School leaders have prepared an extensive risk assessment to make sure that our children and staff stay safe in school. Without our wider school community all adhering to the government guidance on social distancing, the measures we take in school will be completely undermined.

Ultimately, we may have to ask a parent / carer to collect their child from school and they may lose their child's place in the bubble

We would do this reluctantly, but this would be fair to other families in school who are following the guidance, many of whom are key workers and have less choice about whether their child should attend school. This is for the safety of all.

These facts and instructions only form part of the school's overall plan to ensure that the children transition back to school safely. Our school ethos will be even more important than ever as we adjust to our new normal.

These restrictions will be revisited as and when Government advice changes.