

St Augustine's Catholic Primary & Nursery School, a
Voluntary Academy

Behaviour Management Policy



Head Teacher:	F. Moore
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At St Augustine's Catholic Primary and Nursery School we set high expectations of behaviour. Together we promote positive behaviour in our pupils and create an atmosphere in which they can flourish.

Through our behaviour policy we aim to ensure that there is a joint approach to behaviour management and a shared responsibility between pupils, parents, staff, governors and the school.

Behaviour management strategies throughout our school stem from our Catholic values and principles of love, care, forgiveness and respect for one another. Our school Mission Statement underpins our Behaviour Policy as it aims to teach our children to 'love and serve Him in all we do'. As a school community we endeavour for our children to grow and learn in the footsteps of Jesus.

Responsibilities

Our behaviour policy applies to every member of our school community and therefore all pupils, parents, staff and governors commit themselves to promoting good behaviour, maintaining dignity and self – discipline and showing respect for others; both adults and children. We aim to work together to create an atmosphere of mutual respect. It is the responsibility of the leadership team to ensure our behaviour policy is consistently implemented throughout the school and to report to the governors, when requested, on its effectiveness.

To ensure shared responsibility all behaviour incidents are logged by staff. When a certain behaviour has been repeated 3 times a member of staff will contact the pupil's parent in an aim to work with them to support their child. This method of recording behaviour whole school allows us to monitor, identify issues and intervene when necessary.

School behaviour

Behaviour throughout school is guided by our mission statement which is on display in each classroom. Our positive approach to behaviour management means giving praise to those children who follow our school rules, are polite, hardworking and

thoughtful towards others. In addition to this praise, staff also use a range of classroom strategies to reward positive behaviour.

Rewards

We have 3 types reward systems to motivate and incentivise the children. They are:

Class Treat Squares

Once the class are awarded 100 treat squares they will have a 'Treat Afternoon' in which they can come to school in their own clothes and do some fun activities in the afternoon. Treat squares are awarded when the class are following St Augustine's Learning to Serve Promises:

**At St Augustine's we strive to love and serve God in all we do:
Our Learning to Serve Promises:**

- We will all listen and respond to all adults and each other politely
- We will all move about our school quietly and safely with respect for others.
- We will all care for our school and everything in it.
- We will all show our care for each other by using kindness and good manners.
- We will all respect each other's right to learn and do our best.

Our Values Badges

When a child is displaying one of our values they will be nominated by their teacher to receive a special values badge which could be one of:

***SERVE LOVE FORGIVENESS COURAGE JUSTICE
COMPASSION HOPE***

Achievement Certificates

Each Friday, one child from each class (from Nursery to Year 6) will be nominated by their class teacher to receive an Achievement Certificate. This will be awarded during our 'Celebration Assembly' every Friday. The certificate is awarded to the child for their academic achievements and for producing their best work during the week.

Sanctions

The vast majority of our pupils behave well and respond to our system of positive reinforcement. However, some pupils do not always keep our school rules. This is not acceptable and therefore a consistent approach is necessary.

Class Warnings

Each class has a warning system displayed.

W	W	5	W	10	Yellow Form/Isolated

This progresses as follows:

- Initial warning
- Second warning
- Lose 5 minutes from the next available playtime
- Final warning
- Lose 10 minutes from the next available playtime
- Receive a behaviour form or isolation (decided by Senior Leadership Team)

Positivity, forgiveness and encouragement are key and therefore pupils can be removed from the chart (working backwards) for recognising their poor choices and improving their behaviour.

Behaviour on CPOMS

Behaviour forms are issued on CPOMS for any persistent behaviours or serious behaviours such as verbal/physical abuse, threatening behaviour, racism, swearing, fighting, theft or refusal. Following a behaviour form an appropriate sanction is decided. This may be an isolation, pre-exclusion letter or a fixed-term exclusion. Behaviour forms are recorded on CPOMS with a full explanation and action entered into CPOMS.

Incidents recorded on CPOMS should include:

- Log of incident
- Date and Time
- Where did the incident take place?
- Description of incident (may include trigger for incident)
- Who was involved?
- Action Taken

Individual Behaviour Plans

Some children may require an individual behaviour plan to support them in following our rules and expectations. This will be dependent on the individual child with targets and rewards that are appropriate to their individual needs. On occasion, if a pupil displays continuous disruptive behaviour, it may be necessary for the school to work with other local agencies to support their needs (See behaviour plan proforma)

Fixed Term Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusion Guidance and the school will refer to these when making a decision to exclude a child. It is difficult to produce a list of behaviours that would warrant an exclusion but as a school we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon or inappropriate substance, theft, swearing or assault could all result in an exclusion. Only the headteacher can exclude a pupil. If this decision is made the parents will be informed immediately and will be given the reasons for the exclusion. At the end of the exclusion the pupil and parents will have a 'return to school' meeting with the headteacher.

In exceptional circumstances the headteacher may permanently exclude a pupil. The headteacher is required to inform the LA of any fixed-term exclusions and any permanent exclusions.

Physical Restraint

All members of staff are aware of the regulations regarding the use of force by teachers and receive regular training by the Nottingham City Behaviour Support Team.

Staff will only intervene and physically restrain a pupil if they are at risk of causing harm to themselves and to others. (See safer handling policy)

Discipline Beyond the School Gate

As a school our expectations of behaviour continue beyond the school gate and therefore our above mentioned sanctions apply when pupils are;

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Posing a threat to a member of the public or another pupil
- Showing any behaviour that could adversely affect the reputation of the school

Searching

If we are concerned that a pupil, or group of pupils, may be in possession of banned items or stolen goods we will follow the DfE Screening, Searching and Confiscation Guidance. In a rapidly changing environment it is difficult to provide an exhaustive list of banned items but we can be clear that as a school alcohol, drugs, cigarettes, knives and other weapons are all strictly prohibited. Mobile phones are also not permitted in school.

Bullying

At St Augustine's we do not tolerate any bullying of any kind. If we discover that an act of bullying has taken place we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that children attend school free from fear. We include bullying within our Safety curriculum and encourage all children to speak out openly about their thoughts and feelings. (See separate Anti – Bullying Policy)

Behaviour Plan Proforma

Individual Behaviour Plan	
Pupil Name:	<div style="display: flex; justify-content: space-between;"> <div>Class:</div> <div>Year group:</div> </div>
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
<u>Challenging behaviour:</u> <i>What does it look like?</i> <i>What triggers it?</i>	<u>Targets:</u> <i>What are we working towards?</i> <i>How do we get there?</i>
<u>Strategies for positive behaviour:</u> <i>How do we maintain positive behavior?</i> <ul style="list-style-type: none"> • <i>Phrases to use</i> • <i>Rewards, motivators</i> 	<u>Early warning signs:</u> <i>How do we prevent an incident?</i> <ul style="list-style-type: none"> • <i>What to look out for</i> • <i>How to respond (reminders, alternative environment)</i>
<u>Reactive strategies:</u> <i>How do we diffuse the situation?</i> <ul style="list-style-type: none"> • <i>What to do and what not to do</i> • <i>Phrases to use</i> • <i>Calming techniques</i> <i>At what stage should another member of staff be informed? Who should this be?</i>	<u>Support after an incident:</u> <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>
Agreement:	
Parent name:	Staff name:
Parent signature	Staff signature:
Date:	Date: