



ST. AUGUSTINE'S R.C. PRIMARY SCHOOL

PUPIL BEHAVIOUR AND DISCIPLINE POLICY

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STUDENT BEHAVIOUR AND DISCIPLINE POLICY

Legal Framework and Guidance:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014.
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018
- DfE Mental Health and Behaviour in schools 2018

Associated Policies and/or reference documents

- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEN and Code of Practice
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DfE)
- Acceptable Use
- E-Safety

Roles and responsibilities

Governors

The Local Management Board is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Headteacher/Principal to account for its implementation.

The Headteacher/Principal

The Headteacher/Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Senior Leadership Team will support staff, monitor behaviour and liaise with parents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations – see below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly
- Be aware of the Home School Agreement – see website
- Support staff to ensure a consistent approach

Aims:

Teachers should demonstrate their own adherence to the underlying Christian values of the school by the way they promote good behaviour and in their responses to pupils. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in pupils feeling happy, secure, wanted 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 students complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Safeguarding Policy

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 policy which focuses on and highlights positive behaviour and as far as possible ignores negative behaviour.

- Children have a right to attend school in safety and to learn without disruption.
- Teachers 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 being disrespectful should never be tolerated; pupils should show respect to staff at all times and in turn, staff should be sensitive to the needs of pupils. In keeping with the ethos of the school, it is expected that all staff and pupils are courteous and respectful at all times.
- Recognitions and awards are more effective than punishment in motivating students. Good behaviour and achievement must be recognised – see Recognitions and Rewards below
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all pupils and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Pupils with behavioural issues will be supported through by their class teachers and other members of staff as appropriate. Specific support may be provided by the member of support staff 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.

Definitions:

Whilst not an exhaustive list, for the purpose of this policy, the School defines ‘**unacceptable behaviour**’ as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft

- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour
- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

Sexual harassment

The School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The School will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well being

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 Senior Leader

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 behaviour at 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 and incident recorded in the Incident File (*passed to class teacher*)

Class Teachers monitor the incident file. If a child's name appears 3 times or more in one week, they are referred to a member of the Senior Leadership Team who will decide on an appropriate sanction *e.g. removal from the playground for a morning break or lunchtime*. Where poor behaviour persists, the Teacher/Deputy Headteacher or Headteacher 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.

As per our Acceptable Use Policy in relation to the use of technology, still pictures or video being taken on site is prohibited unless under the direction of a member of staff.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in the College:

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.

If 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 Headteacher 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 against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent / carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Management Board and Directors of Carmel Education Trust.

Any pupil found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

Recognising and rewarding good behaviour:

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the school. Therefore, frequent use of encouraging language and gestures, both in lessons and around the school is to be encouraged so that positive behaviour is instantly recognised and positively rewarded.

Examples of recognitions/rewards include:

- House points
- Certificates
- Star of the Week/Headteacher's Award
- Special privileges e.g. being first in the line
- Celebration assemblies
- Prizes
- Congratulatory notes home
- End of Year 'Special' awards
- ClassDojos

House Points System

House points contribute to each pupil's personal achievement of bronze, silver and gold awards, as well as contributing to the house points total. Points will be awarded for a variety of reasons including positive behaviour. It is important, that if it is to be effective, the House point system is used consistently and frequently. House points will be recorded on the classroom charts and totals collated by House Captains under the supervision of a member of support staff.

Sanctions and Interventions

Systems and procedures

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

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 in relation to the misbehaviour identified, the pupil's age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

- **Verbal warning**
- **Withdrawal from classroom**
- **Cooling off period**
- **Behaviour/punctuality/Monitoring reports**
- **Multi agency assessments**
- **Withdrawal of access to the school IT system (e.g. if the pupil misuses it)**
- **Additional monitoring/ reporting**
- **Additional work**
- **Meetings with parents**
- **Confiscation of property** - the school reserves its right to confiscate, retain or dispose of a student'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 College'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 (not an exhaustive list):
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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, aerosol sprays, energy drinks, fizzy drinks, make up
 - Mobile phone, smart watches or electronic device

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. Staff cannot be held liable for the loss of confiscated items.

- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**
- **Carrying out a community/useful task in school**

- **Internal exclusion/isolation** - 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 will be used constructively. Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.
- **A fixed period exclusion** (note: students 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:**
 - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
 - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
 - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
 - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
 - Sexual misconduct including sexual abuse, sexual assault, sexual harassment
 - Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
 - Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
 - Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
 - Carrying an offensive weapon
 - Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
 - One-off serious incidents not covered by the categories above.

Interventions:

Interventions and support strategies have an important role to play in getting a pupil back on track. The School will, therefore, draw from a range of interventions and strategies including:

- Circle Time (group and/or whole class)
- Named member of staff as point of contact
- Engaging with parents
- Personalised support programmes e.g. *anger management/self-esteem/resilience*
- One to one mentoring sessions e.g. *with an ELSA*
- Multi-agency working e.g. *Early Help, e.g. Play therapy*

Recording:

Incidents of a serious nature should be recorded in CPOMS with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see appendix 1

Procedures for dealing with misbehaviour:

Sanctions must only be made by a member of staff who has been authorised by the Headteacher. In the first instance, misbehaviour should be dealt with by the teacher on the spot. If a pupil's attitude and behaviour lead a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to a Senior Leader (lesson disruption)

Classroom Management:

Teachers should maintain high standards at all times and should impose sanctions when pupils fail to adhere to these standards. When a pupil fails to meet the standards set out in school policies, the member of staff should inform the Headteacher or Deputy Headteacher, outlining the problem and action taken by them. **Teachers, and Senior Leaders** should ensure that behaviour monitoring and records are kept up to date. Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

Punctuality:

Pupils who are regularly late for school should be monitored by their class teacher. If a student continues to arrive late for school he/she should be referred to the Headteacher who will take appropriate action e.g. Telephone call home e.g. referral to Early Help e.g. letter home to parents. – *see also Attendance Policy.*

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) and sanctions imposed on repeated offenders

Serious incidents:

When an incident occurs during a lesson of sufficient seriousness that it needs immediate action, staff should send one student not involved in the incident with a note to the Headteacher with the instruction that if she is not available they ask the Deputy Headteacher. All incidents of a serious nature should be investigated by a member of the Senior Leadership Team in the first instance and recorded using the record of incident forms – see appendices 2 and 3.

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. All incidents involving knives, weapons and extreme or child pornography will be referred to the Police

Staff training

As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed staff to the college will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

Pupil Support & Dealing with Underlying Issues

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-Ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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.

Physical restraint:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Investigations

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.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see appendices 1 and 2

Appendix 1 CPOMS Recordable Incidents

Reason

Physical assault against pupil *including*

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against an adult *including*

- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal abuse/threatening behaviour against a pupil *including*

- Threatening violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse/threatening behaviour against an adult *including*

- Threatening violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying *including*

- Verbal
- Physical
- Cyber/Online bullying
- Homophobic bullying
- Racist bullying
- Peer on Peer bullying

Racist abuse *including*

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct *including*

- Sexual abuse
- Sexual assault
- Sexual harassment

Drug and alcohol related *including*

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing

Damage *including*

- To school or personal property belonging to any member of school community
- Vandalism

- Arson
- Graffiti

Theft *including*

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour *including*

- Challenging behaviour
- Disobedience/defiance
- Persistent violation of school rules
- Repeated truancy

Other - this category should be used sparingly

- Serious incidents which are not covered by the categories above

Appendix 2 – Record of Incident

Record of Incident

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Record of Incident

Incident details:

Action taken:	Y/N
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note/Emmaus/P4L)	

Details of Actions to move forward:

Role/Signed: _____ **Date** _____

Appendix 3 - Statement

Statement

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Statement of Incident

Signed: _____ Date _____