

ST AUGUSTINE'S CE (VA) J & I SCHOOL

Behaviour Policy



Staff	Amended 2014
SLT	Amended 2016
C. Knapping SENDCO	Amended 2018
L. Brennan Interim Headteacher	Spring Term 2020
Renewal Date	Spring Term 2021

St Augustine's CE (VA) Primary School

A Positive Behaviour Policy

Our Aims and Expectations

- To foster an atmosphere of mutual respect where children are able to make the biggest contribution to their own learning and that of others.
- To ensure that all children develop socially, emotionally, physically, spiritually and academically.
- To encourage a calm, purposeful environment across school.
- To develop caring and kind attitudes toward all and celebrate diversity so that achievements in all areas are acknowledged.
- To encourage independence, resilience and a sense of self-worth.

Our School Rainbow Rules

- We always try our best
- We are kind in our words and actions
- Treat others as we wish to be treated
- We are polite and use our manners
- We listen when someone speaks
- We take care of each other
- We respect other people's property

Our Non-negotiables for Staff Dealing with Conflict

- Staying calm at all times
- Consistency
- Listening
- No shouting
- Positive
- Giving clear instructions
- Fair
- Building relationships
- Clean-slate policy (every morning is a fresh start)

Children will be encouraged to be responsible for their own behaviour and not commenting (telling tales) about other people's behaviour. Adults will investigate situations that are too serious to ignore but will ask questions such as "Have you asked them to stop before speaking to an adult?" This is to encourage responsibility and independence around conflict resolution.

Our Methods for Encouraging Great Behaviour

- PSHE
- Give children responsibility
- Class rewards
- Achievement Assembly
- Dojo Points

- Children actively encouraged to take responsibility for their own behaviour and the behaviour of other people
- Use of the language of Restorative Practice to help build and repair relationships

Restorative Questions to be Used:

- What happened?
- What were you thinking at the time?
- What could you have done differently?
- Who has been affected by what you have done?
- What do you think you need to do to make things right?

Behaviour Management in the Classroom

- In each classroom there is a behaviour chart that is easily accessible for all children.
- Each morning, all pupils start with a Green Card.
- For low-level disruption a verbal warning is given.
- If this continues then the child changes the Green Card to a Yellow Card.
- If the low-level disruption continues further the child changes the Yellow Card to a Red Card.
- If the incident is more serious then a child will be asked to change a Green Card straight to a Red Card.
- If a child's behaviour improves throughout the day the card can be changed back to Yellow and then Green.
- All pupils begin each new day with a Green Card

Positive Behaviour Chart – Displayed in Classrooms



Consequences for not Following Instructions

- Yellow Card – pupil is moved away from their group in the classroom
- Red Card – pupil to work in another class for the rest of the session plus reflection time. Pupil takes work with them and the class teacher informs SLT and parents.

For children who do not respond to the school rules system, there may be additional factors which make progress difficult. Just as we would differentiate the curriculum for a pupil with a learning difficulty, we differentiate our approach for children with Social, Emotional and Mental Health difficulty (SEMH). This may

involve setting and monitoring personalised targets/outcomes, usually in the form of an IBP (Individual Behaviour Plan)

Reporting

All school staff have a responsibility for children's welfare and a duty of care to report any concerns. In school, we have a reporting and monitoring system called CPOMS (Child Protection Online Monitoring Service). Every member of teaching and non-teaching staff have access to this. Any issue that arises which is cause for concern is reported through CPOMS. All new staff are trained to use CPOMS. All incidents are logged on CPOMS and actions are shared/implemented by the Pastoral Care Team.

Inappropriate Behaviour

Incidents of inappropriate behaviour are rare. They will be referred to SLT and parents will be contacted for a meeting to discuss their child's behaviour. In the event of such behaviour, the following consequences may be implemented:

- Individual Behaviour Plan
- Withdrawn from peers
- Non-attendance of school trip
- Non-attendance of lunch/after school clubs
- Lunchtime exclusion
- Reduced timetable
- The use of de-escalation strategies that may result in the use of positive handling a last resort.
- Managed move
- Fixed-term/permanent exclusion

Inappropriate Behaviour Includes:

- Serious damage to property on purpose
- Persistently refusing to work
- Putting themselves or other people in danger
- Swearing directly at/being aggressive to an adult
- Being extremely aggressive and/or seriously disrespectful
- Bullying (refer to Anti-bullying Policy)
- Harming the reputation of the school when on a school visit.
- Disrupting the smooth running of the school
- Theft of school/others property

Positive Handling (use of reasonable force)

In very rare instances, we may need to use positive handling techniques for some children in order to ensure their safety and the safety of others (refer to Appendix 1). Only staff who are trained in positive handling techniques will support children in this instance.

Exclusions

Exclusion of pupils, whether on a fixed-term or permanent basis is not covered by the general power to discipline. This is because it is already covered by separate legislation, which reserves the power to apply this particular sanction solely to the Headteacher or, in their absence, to the Deputy Headteacher. The school follows up to date guidance from the Department for Education when considering exclusions.

Complaints

If a pupil, parent or carer feels that the measures or sanctions in this policy are unfair or have been unfairly applied, they can lodge a complaint through the school's complaint procedure. A copy of this can be requested via the school office.

Appendix 1

Procedures for Using Physical Intervention		
	Action	Staff
Step 1	<ul style="list-style-type: none"> Tell the pupil what they should be doing (preferred behaviour). Give clear expectations and tell them what will happen if they continue with un-wanted behaviour. Try de-escalation techniques such as humour, re-direction, distraction etc... Consider whether physical intervention is necessary or whether the incident could be dealt with by using other strategies. 	Immediate staff
Step 2	<ul style="list-style-type: none"> Call for assistance if required 	Immediate staff
Step 3	<ul style="list-style-type: none"> Attempt to diffuse the situation verbally and prevent it from escalating, if it is safe to do so. 	Immediate staff
Step 4	<ul style="list-style-type: none"> Use the minimum amount of force required for the situation using appropriate Team Teach techniques. Make it clear to the child that the hold will be released as soon as the child is safe and calm. Only release from the hold if it is safe to do so, not because the child demands it. Explain that all staff are doing this to keep them safe and to protect themselves. 	Immediate staff
Step 5	<ul style="list-style-type: none"> As soon as the situation de-escalates release the hold but remain near the individual. Offer cool down support (removal of jumper, drink etc) Pupil to be checked for injuries by a trained first-aider. 	Immediate staff First-aider
Step 6	<ul style="list-style-type: none"> Inform Headteacher or another senior member of staff. 	Immediate staff and staff involved in the restraint
Step 7	<ul style="list-style-type: none"> Support offered to all staff involved 	Headteacher/Deputy Headteacher
Step 8	<ul style="list-style-type: none"> The Headteacher/Deputy Headteacher is/are informed verbally following the hold. All records of the hold will be uploaded to CPOMS by the members of staff involved – see template Appendix 2 Parents are verbally informed of the incident and hold on the day it occurs. The conversation to be conformed in writing 	Staff involved in the restraint. Headteacher/Deputy Headteacher
Step 9	<ul style="list-style-type: none"> Appropriate actions will be put in place if required. 	Headteacher/Deputy Headteacher

Appendix 2

St Augustine's CE (VA) Primary School

Hanson Lane, Halifax, HX1 5PG

Physical Restraint of Pupils Form		
Name of Pupil Restrained: Class:	Date:	Time:
Name(s) of staff member(s) conducting the restraint:		
Name of any witnesses to the restraint (pupils and staff)		
When and where did the restraint occur?		
What action was taken to diffuse the situation and avoid the need for restraint?		
Why was the pupil restrained?		
How was the pupil restrained? Where on the body was the restraint applied?		
What was the pupil's reaction to the restraint?		
What was the outcome of the restraint?		
Give any details of any injury that occurred to pupils or staff due to the restraint.		
Signed	Date	

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