

Behaviour and Discipline Policy

September 2018



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

Behaviour and Discipline Policy

Aims and Expectations

This policy is formulated in line with the academy's Mission Statement to:

“help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ”

“create caring relationships with all those children and adults who are involved in the school”

It is a primary aim of our academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Our children are from a wide range of backgrounds in a spiritual, cultural and social sense. We respect that every child has a different starting point and we have to take this into account when trying to ensure that both child and parents understand our values and what kind of behaviour we expect.

Central to our Faith is the belief in the uniqueness of persons created in the image and likeness of God. If we believe this, it should have a profound effect on the life of the academy and in the respect and concern we show one another. We promote these values in Collective Worship, RE lessons, PSHE lessons and in real life contexts eg playground arguments. We aim to create a genuine trust between child, parents and ourselves

The Behaviour Policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The academy has three main rules but the primary aim of this policy is not to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.

The academy expects every member of the school community, both adults and children, to behave in a considerate and respectful way towards others.

We treat all children and adults fairly and apply this Behaviour Policy in a visibly consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We give first attention to best conduct with the aim of positively reinforcing desirable behaviours and developing an ethos of kindness and co-operation. We teach, model and reward the behaviours we want to see. We celebrate and reward good behaviour and minimise attention to anti-social behaviour.

Rewards and Sanctions

We have a whole academy approach to behaviour and discipline which highlights good behaviour and simplifies the principles for all concerned. At Saint Augustine Webster CVA we expect behaviour that is

Ready
Respectful
Safe

The children collect up to 3 house points for good work, behaviour and attitude and up to ten for project work. These can be given by any member of staff. House points are collected weekly and certificates awarded.

200 = Bronze certificate
400 = Silver certificate
600 = Gold certificate
800 = Platinum
1000 = Headteacher's certificate
1200 = Governors' certificate

There are also certificates and awards for good attendance. Any member of staff can send a letter home expressing delight about a child's attitude. In addition, children may earn the chance to attend special events such as afternoon tea with the Headteacher.

Although the emphasis is on positive reinforcement, sometimes we do have to deal with inappropriate behaviour when children fall short of our expectations. Misdemeanours are dealt with through an agreed list of consequences delivered as part of a relentless routine.

- Reminder (what the rule is)
- Caution (be brief, be positive, be gone). Eg 'Think about your next step'
- Last chance (a statement, eg I've noticed you've had a problem with ... – land the sanction gently, remind the child about positive choices)
- Time out (missed playtime)
- Restorative follow up

The restorative follow up allows for a period of reflection and has a structure.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- Who has been affected by what happened?
- In what way have they been affected?
- What can you do to put things right?

More serious incidents will result in the child being sent to the Headteacher with an internal exclusion until the end of the session. A letter will also be sent home. The de-escalation room may be used for pupils who need to calm down and reflect. The most serious disruption, involving damage to property or physical harm will result in a fixed term exclusion.

We ask for parents support in encouraging a more positive attitude if a letter of disappointment is sent home. If a child displays inappropriate behaviour on a regular basis then the head will meet with parents and work in partnership to identify the cause and modify the behaviour. In some cases, an individual behaviour plan will be necessary.

Physical Intervention

At Saint Augustine Webster, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach.

THE LEGAL FRAMEWORK Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to him/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline

All staff are aware of the regulations regarding the use of force. This policy has been written with DFE 'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013

Physical restraint is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form which could be seen as punishment. Physical restraint is only used as a last resort by trained staff authorised by the Headteacher. Training is updated every three years. Incidents are recorded and reported to the Headteacher. Parents are informed of each incident.

Bullying

Saint Augustine Webster holds a very strong view on bullying and will not tolerate it. The subject is regularly addressed in RE lessons, PSHE lessons and assemblies. Children are assured that if they have a problem with another child it will be dealt with immediately as long as they tell a member of staff or leave their names in the worry box.

The most effective action in dealing with bullies and 'the bullied' is when home and school work together to solve the problem. For this reason, when dealing with a bullying incident, all parents concerned will be contacted by the school (See Anti Bullying Policy).

The Role of Staff

It is the responsibility of all adults working at Saint Augustine Webster to take a lead and encourage good behaviour in the academy. It is vital for all adults to model positive behaviour with children and also other adults in order to set the standard. It is our duty to manage the behaviour of children in order to maintain a calm environment where children feel safe and secure. Children need to know what is expected of them and what is unacceptable. Therefore it is crucial that all misdemeanours are handled in a consistent way as part of the academy's relentless routines.

Staff must consistently articulate the high expectations we have for children in terms of behaviour and attitudes to work. Staff must strive to ensure that all children work to the best of their ability.

The Behaviour Mentor, Learning Mentor or Pastoral Mentor may deliver targeted support to pupils with specific behavioural needs.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Behaviour Policy consistently throughout the academy, and report to Governor when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the academy.

The Headteacher has an important role in defining and maintaining good discipline and behaviour in the academy. However, every member of staff has to share and accept this responsibility. The Headteacher and staff must ensure that instances of unacceptable behaviour are handled consistently. Pupils need to know that they will receive a fair hearing and that they will be respected for telling the truth. The Headteacher will support staff in the implementation of his policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Role of Parents

The academy works collaboratively with parents, so children receive consistent messages about to behave at home and at school.

Our expectations are shared in newsletters and on the academy website. They are also discussed at meetings for new parents.

We expect parents to support their child's learning and to co-operate with the academy. We will inform parents immediately if we have any concerns about their child's welfare or behaviour.

Parents should support our actions if we have to apply reasonable sanctions. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or Headteacher. If the concern remains, they should contact the governors. If these discussions cannot resolve the problem, a grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility for setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher as the day-to-day authority to implement the academy behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. Incident reports are completed via the online recording system, CPOMS to record more serious incidents. The Senior Lunchtime supervisor also records incidents via CPOMS. These incident reports are monitored by the Headteacher as Designated Safeguarding Lead and the Deputy Safeguarding Lead, along with associated actions.

The Headteacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, ensuring the academy policy is administered fairly and consistently.

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Date: September 2018

Review: September 2019