Happy in His loving care

St Augustine Webster Catholic Voluntary Academy
Behaviour Policy

Date:	January 25
To be reviewed:	January 2027
Policy Holder	Head teacher

Mission Statement

We consider ourselves a big happy family that is welcoming, caring and successful. Our school is a place where we show mutual respect, understanding and tolerance of all people in the world, and where we take responsibility for our actions. It is a place where self-belief and confidence are nurtured but, most of all, a place where we live out our virtues and keep Christ at the centre of everything we do.
We are Happy in His Loving Care.

At Saint Augustine Webster CV Academy, we expect every member of the academy community to behave in a considerate and respectful way towards others. We treat all pupils and adults fairly and apply this Behaviour Policy in a visibly consistent way.

This policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy 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 unwanted behaviour.

Pupil Code of Responsibility

Ready
Respectful
Safe
Speak Up

We have a Pupil Code of Responsibility which highlights expected behaviour and simplifies the principles for all concerned. At Saint Augustine Webster CVA we expect behaviour that is:

Ready – we respond immediately to the agreed school hand signal; we are in uniform; we have our equipment ready; we show an active involvement in our learning; we embrace every opportunity that education gives us to learn
Respectful – we listen to the adults and to each other; we follow instructions first time; we take care of each other and the academy's belongings
Safe – we have kind hands and feet and use kind words; we play sensibly: we move around school sensibly
Speak Up - we tell an adult if we feel unsafe, we tell an adult if someone else is being unsafe, we tell an adult if we know someone else is being unkind

Rewards

The pupils collect up to 3 Recognition points for good work, for attitudes to learning, good behaviour, attendance, punctuality and adherence to dress. These can be given by any member of staff. Recognition 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

A star of the week certificate will be awarded on a weekly basis.

At the end of each term, the team with the highest number of recognition points will get an extra break. At the end of the year, the team with the most recognition points will earn a trophy.

A range of school approved stickers can also be used by staff as a reward. Any member of staff can send a message home expressing delight about a child's attitude.

Any other type of reward should only be used following consultation with a senior leader.

Consequences

Managing challenging behaviour

Our emphasis is on positive reinforcement. Sometimes we have to deal with inappropriate behaviour when pupils make poor behaviour choices. These are dealt with through an agreed list of consequences delivered as part of a relentless routine.

- Pupils are encouraged to take responsibility for their behaviour.
- Staff will deal with behaviour without delegating.
- Staff will use the steps in behaviour for dealing with poor choices. (The reminder, The caution, The consequence)
- Staff remain calm and keep their voices low and slow when speaking with pupils about their behaviour.
- Staff will listen to each pupil's point of view and not jump to conclusions.

This approach models respect and reduces the likelihood of escalating behaviours when heightened emotions are displayed.

Restorative Practices

Restorative practices aim to repair harm and rebuild relationships following incidents of misbehaviour. They may include:

- Facilitated discussions between the affected parties to understand the impact of actions.
- Encouraging pupils to take responsibility by writing letters of apology or performing acts of service.
- Structured reflection sessions where pupils identify ways to prevent future issues.

These practices foster accountability and help pupils develop empathy for others and may be used where the school feels it appropriate.

The reminder

A reminder of the Pupil code of Conduct Ready, Respectful, Safe, Speak Up is delivered to the learner. The adult makes the pupil aware of the unwanted behaviour. The pupil has a choice to do the right thing.

The caution

A clear verbal caution is delivered to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing.

The consequence

A consequence is applied in a calm and controlled manner. Boundaries are reset

Behaviour and sanctions chart (this list is not exhaustive)

Level 1	**Range of Possible Sanctions**
• Out of seat • Rocking on seat, slouching, • Calling out • Not listening/paying attention • Pushing, shoving in line • Running indoors • Not clearing up.	• Informal gesture: eye contact, frown, gesture. • Moving the pupil to a different seat. • A private reminder about the behaviour we wish to see- inviting them to make the right choice. • Repetition of task/ completion of work in own time at break.
Level 2	**Range of Possible Sanctions**
• **Persistent Level 1 behaviours** • Behaviours which constantly disrupt others 'learning. • Throws small objects to distract – not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair • Complains or mutters disruptively/persistently • Talking at an inappropriate time or asking inappropriate questions to disrupt • Hides work or resources • Interferes with others' property • Minor deliberate damage (pencils, rulers, rubbers) • Leaves the room without permission • Homework not completed • Deliberate lies • Persistent rough play	• Up to 15 minutes indoor supervision time (adult discretion). This can take place at playtime or at lunchtime. • Up to 15 minutes outdoor supervised time. (adult discretion) • Write letter of apology • Parents notified
Level 3	**Range of Possible Sanctions**
• **Persistent Level 2 behaviours** • Encourages others to misbehave • Swearing • Causes intentional hurt (physical/verbal/emotional) • Verbally abuse • Answering back or constantly questioning adults' decisions or requests. • Refuse to obey instructions • Destroys own work • Destroys others' work • Spitting • Insulting/name calling • Racist comments • Homophobic comments • Sexualised language • Threatening or intimidating behaviour • Preventing or commenting on others 'Speaking Up' • Theft • Bringing inappropriate objects into school • Deliberate misuse of equipment (Changing settings etc.) • Vandalism	• 45 minutes (indoor supervision time) • Parents informed- meeting with class teacher and SLT to discuss • Pupil moved to a quiet area to complete a task • Pupils write a letter to parents informing them of the inappropriate behaviour that they have been engaged in • Indoor supervision time at playtime or lunchtime for a number of days • Sent to senior member of staff • Follow up letter sent home to parents • Pupil uses 'time' to try to make amends e.g. repairing property; re- doing work; apology • An 'In school Isolation' for a period determined by the head teacher or senior member of staff. • Fixed term exclusion (See Exclusions' Policy)
Protected Characteristics	**In all circumstances the following procedure must be followed**
• Religion or belief • Disability • Race • Gender reassignment • Age • Marriage or Civil Partnership • Sex • Sexual Orientation • Pregnancy	• Investigate thoroughly ensuring all parties are spoken to. • Check with senior member of staff. • Child spoken to. • Phone call to parents. • Intervention work • Appropriate sanction Repeat offences will involve the headteacher meeting with the parents to discuss ways forward.

- **Indoor supervision time involves time inside supervised by a teacher or teaching assistant.**
- **Outdoor supervision time can only be given for incidents that happen at lunchtime or playtime. It involves children being moved to an area where they must stay closely supervised by a member of staff.**
- **Blanket sanctions must not be used.**

Early Years Foundation Stage

Pupils in these classes will work with a visual chart to help them make good choices throughout the day.

During the day, the pupils have the opportunity to move up and down the chart. This is dependent on the choices they make with their behaviour and learning attitudes.
Should a pupil move to red a member of staff will speak to a parent to explain why. Pupils who reach the top of the chart will be rewarded with a sticker.



Banned Items

To ensure the safety and wellbeing of all pupils and staff, the following items are prohibited from being brought onto school premises:

Illegal and Dangerous Items:

- Weapons or items that could be used as weapons (e.g., knives, sharp objects).
- Controlled substances, including drugs and alcohol.
- Fireworks or explosives.
- Items banned under UK law (e.g., stolen goods).

Disruptive or Inappropriate Items:

- Items that could disrupt learning or affect behaviour, such as toys, laser pens, or electronic devices used without permission.
- Materials deemed inappropriate or offensive, including items promoting hate speech or discriminatory behaviour.
- Additional Items Deemed Prohibited by the Headteacher:

The headteacher reserves the right to ban any item that is deemed to negatively impact behavioural standards or the school environment.

Searching and Confiscation

The school follows the Department for Education's guidance on Searching, Screening, and Confiscation, which allows authorised staff to:

- Search pupils or their belongings if they have reasonable grounds to suspect the presence of prohibited items.
- Conduct searches with or without consent in cases involving banned items, in line with the school's Searching and Confiscation Policy.
- Confiscate items found during searches, which may be retained, returned, or disposed of according to policy guidelines.

Parents will be informed of any searches conducted or items confiscated when appropriate. Serious incidents involving banned items may result in further disciplinary action or police involvement.

Mobile Phones

- Although Mobile phones are not banned in school, pupils are discouraged from bringing them in unless necessary. Any mobile phone or other technology that has the capability to communicate or record that is brought into school should be done so in line with the School's Mobile Phone Policy (https://www.staugustinewebster.com/information/our-policies/).

Malicious Allegations

St. Augustine Webster Catholic Voluntary Academy takes malicious allegations against staff or peers very seriously. Such behaviour can undermine trust, disrupt the school environment, and cause harm to individuals. The following procedures are in place to address this issue:

1. **Definition:** A malicious allegation is one made with the intention to harm, deceive, or mislead, without any basis in fact.

2. **Actions When a Malicious Allegation is Identified:** A thorough investigation will be conducted to determine the facts. If a pupil is found to have made a malicious allegation:
   - Appropriate sanctions will be applied, in line with the behaviour policy. This may include Level 3 consequences, such as a meeting with parents, supervised time, or exclusion, depending on the severity of the case.
   - The incident will be recorded on CPOMS or the appropriate safeguarding system.
   - The school will work to repair relationships through restorative practices where appropriate.

3. **Support for the Pupil Involved:** The pupil will be offered:
   - Safeguarding support to address any underlying reasons for the behaviour.
   - Mental health or pastoral care, such as access to the Inclusion Team, SENCO, or external counselling services, if required. A plan will be developed to help the pupil rebuild trust and accountability within the school community.

4. **Support for Affected Staff or Peers:** The school will ensure that any staff member or pupil affected by a malicious allegation is supported, with measures including:
   - Access to pastoral care or external services.
   - Regular follow-ups to ensure wellbeing.

5. **Prevention:** Regular assemblies and PSHE lessons will emphasise the importance of honesty, respect, and the impact of making false claims. Staff training will include guidance on handling allegations and ensuring fairness during investigations.

Anti-Bullying Measures

Bullying is defined as the repetitive, intentional harming of one person or group by another, involving an imbalance of power.
Types of bullying include:

- Physical: Hitting, kicking, pushing, or stealing belongings.
- Emotional: Name-calling, excluding others, or spreading rumours.
- Cyberbullying: Sending harmful messages or sharing inappropriate content online.
- Prejudice-Based: Bullying focused on characteristics such as race, gender, or disabilities.

Prevention Strategies:

- Regular anti-bullying assemblies and awareness campaigns.
- Peer support programs, including buddy systems for younger pupils.
- Staff training to recognise and respond to bullying early.

Response Protocols:

- Pupils or parents can report bullying to any staff member.
- Staff will follow the Anti-Bullying Policy to investigate and resolve. (Anti-Bullying Policy can be found at https://www.staugustinewebster.com/information/our-policies/)

Supporting Pupils with Additional Needs

(Special Educational Need/Disabilities or pupils who may have other challenges affecting their behaviour)

Some of our pupils may have additional needs where their behaviour and/or sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of pupils within our academy.

Pupils who have specific needs that preclude them from fully accessing our Pupil Code of Conduct in the same way as the rest of the academy will be supported in a range of ways e.g. 1-1 support, 1-1 advice and guidance from a member of the Inclusion Team, additional guidance and support from the Special Educational needs Co-ordinator (SENCO), or Headteacher. These systems support individuals as they continue to learn about making the right choices and the consequences of their actions but also allows them to be included in the whole academy rewards system.

Pupils receiving this additional support will be expected to try their best and the academy will balance taking into account their individual needs, whilst also considering the needs and rights of the other pupils in the academy to learn and be safe.

Consistently poor behaviour may also be an indicator that a child has a Special Educational Need. Where members of staff feel that this is the case, it will be discussed with the SENCO and parents/carer to ensure that the pupil receives the support they may need.

Mental Health and Wellbeing

At St. Augustine Webster Catholic Voluntary Academy, we recognise that some behaviours may stem from emotional or psychological challenges. We are committed to supporting the mental health and wellbeing of all pupils as part of our holistic approach to behaviour management.

- **Support for Pupils:**
  Pupils who exhibit behaviour linked to emotional or psychological difficulties will have access to tailored interventions, including:
  - Guidance and support from the Inclusion Team or SENCO.
  - Sensory or nurture opportunities to help pupils regulate their emotions.
  - Referrals to external professionals or agencies, such as school counsellors or mental health services, where necessary.
- **Integration with Wellbeing Initiatives:**
  This behaviour policy works in alignment with the academy's **Mental Health and Wellbeing Policy**, promoting a supportive environment where all pupils feel safe and valued. Initiatives such as PSHE lessons and pastoral care sessions reinforce positive mental health, resilience, and respectful interactions.
- **Staff Training:**
  All staff receive regular training to recognise the signs of emotional or mental health challenges and respond effectively, ensuring that pupils receive the support they need while maintaining a consistent approach to behaviour expectations.

By addressing the emotional and mental health needs of our pupils, we aim to foster a compassionate, inclusive community where every child can thrive academically, socially, and emotionally.

Enhanced Pupil Support

Pupils needing additional behavioural support may access:

- Peer mentoring programs to build positive relationships.
- Small-group interventions focusing on social skills and emotional regulation.
- Sensory or nurture opportunities for pupils requiring time to regulate their emotions.
- Regular reviews with the Inclusion Team or SENCO to review progress and adjust interventions.

Playtimes and Lunchtimes

All staff will continue to deliver the same expectations clearly and consistently during playtimes and lunchtimes. Lunch supervisors may work with the senior supervisor or senior member of staff on duty to decide upon sanctions. Incidents that happen at lunchtime will be reported to the senior midday supervisor who will then pass this on to class teachers.

Any incidents reported to the class teacher who may investigate further and, if required, apply an appropriate sanction.

A pupil may be removed from the playground immediately where there has been a severe incident which has meant that they have or will put themselves and/or their peers at risk of harm. They will be taken to a senior member of staff.

We want pupils to enjoy safe and happy playtimes and to this end any games involving play-fighting or games that resemble 'tig' or 'bulldog' are not allowed.

Recording and Reporting of Behavioural Issues

Recording

All Level 2 and 3 behaviour concerns and sanctions should be recorded on CPOMs which allows a record to be kept of ongoing concerns and provides an up-to-date basis for evaluation. Incidents should be logged on CPOMS as soon as is practicably possible and by the member of staff who dealt with it.

Behaviour Data Monitoring

To ensure fair and consistent application of this policy, behaviour data will be regularly reviewed by senior leaders. This includes:

- Patterns of behaviour incidents by time, location, and pupil demographics.
- Analysis of protected characteristics under the Equality Act 2010.
- Identification of trends, such as repeated issues in specific areas or disproportionate impacts on groups of pupils.
  Findings will be presented to governors annually, and adjustments will be made to improve equity and consistency.

- Data monitoring of behaviour is shared with governors at meetings.

Reporting to Parents

Where a pupil has made the wrong choice, within Levels 1 and 2, this will not usually, as a matter of course, be reported to parents unless it becomes a consistent and repeated pattern of concern. Any Level 3 incidents will result in parents being contacted by a member of staff.

Discipline Beyond the School Gate

The School expects very high standards of behaviour from all pupils when on visits out of school, both for day visits and also Residential Visits.

Sanctions can be applied by the School to children whose misbehaviour out of school at any time is deemed to bring the School into disrepute and may, therefore, damage the reputation of the School.

The 2016 DfE Behaviour and Discipline in Schools document clearly states that the Law allows teachers to have the power to discipline pupils for misbehaving outside of the School premises "to such an extent as is reasonable".

Staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a pupil at St Augustine Webster Catholic Voluntary Academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the School; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the School.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Sanctions will be as outlined in this Policy for in-school related issues.

Behaviour deemed to be of a criminal nature will be referred to the Police.

Digital Behaviour Policy

Pupils are expected to maintain respectful and responsible conduct online. Misbehaviour includes:

- Cyberbullying, including harmful messages or sharing explicit content.
- Posting or sharing materials that disrupt school life or harm the school's reputation.

Sanctions for Online Misbehaviour:

- Sanctions will mirror those for in-school misbehaviour when in school sanctions are deemed appropriate.
- Serious incidents may result in referral to safeguarding teams or external authorities. Pupils will also receive education on responsible digital citizenship through assemblies and PSHE/Computing lessons.

Roles

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 pupils and also other adults in order to set the standard. It is our duty to manage the behaviour of pupils in order to maintain a calm environment where pupils feel safe and secure. Pupils 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 pupils in terms of behaviour and attitudes to work. Staff must strive to ensure that all pupils work to the best of their ability.

The Inclusion Team may deliver targeted support to pupils with specific behavioural needs these can include social stories and strategies to manage their emotions.

Staff

All staff are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

All staff will:

- Use the agreed school hand signal to gain the attention of pupils.
- Refer to the Pupil Code of Conduct 'Ready, Respectful, Safe, Speak Up'.
- Model positive behaviours and build relationships.
- Be calm and give 'take up time' when going through the steps. Prevent before consequences.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Talk in terms of 'Levels' of behaviour.

Teaching staff

Teachers are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Teachers will:

- Meet and greet pupils at the beginning of the day.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Use a visible recognition mechanism throughout every lesson.
- Be a visible presence in the academy to encourage appropriate conduct.
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting other staff in conversations.
- Regularly celebrate pupils whose efforts go above and beyond expectations.
- Encourage the use of praise.
- Ensure training needs are identified and targeted within their own classroom.
- Make sure that the 'buck stops here'.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet pupils at the beginning of the day.
- Regularly celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours. This includes providing training around challenging behaviours where identified.
- Use behaviour data to target and assess academy wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the Behaviour Policy consistently throughout the academy, and report to Governors 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 pupils 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 pupil in line with the Exclusions Policy.

In choosing to send their child to St Augustine Webster Catholic Voluntary Academy parents are expected to support all associated policies and systems, this includes systems which reward their children and also where sanctions have been applied due to a pupil

making the wrong choices. Parents are expected to fully support the Academy when sanctions are applied to their child. Parents do not have the right to insist their child does not complete a sanction e.g. 'Indoor Supervision'. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher.

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 has 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.

The Role of Parents

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

Pupil Engagement

To ensure pupils are active participants in fostering a positive behaviour culture:

- Regular surveys and School Council activities will gather pupil feedback on the behaviour policy and its implementation.
- Pupils will have opportunities to reflect on their behaviour through journals or structured discussions with mentors.
- Regular pupil forums will be held to discuss school culture and improvements to the behaviour policy.

Staff Training

To maintain a consistent approach to behaviour management, staff will receive:

- Regular training in de-escalation techniques and non-confrontational communication.
- Guidance on recognising and supporting pupils with SEND or mental health challenges.
- Induction programs for new staff, including an overview of behaviour management procedures.

Crisis Intervention Protocol

To ensure the safety and wellbeing of all pupils and staff, the academy follows a structured protocol for managing crisis situations involving significant behaviour incidents:

Immediate Response:

The staff member present will:

- Assess the situation to ensure safety and call for assistance if needed.
- Remove other pupils from the area to minimise escalation and ensure their safety.
- Use calm, clear communication to de-escalate the situation, applying agreed techniques such as verbal reassurance and giving space where appropriate.

Seeking Support:

If the behaviour continues to escalate:

- A senior staff member or a member of the Inclusion Team will be called to assist.
- If necessary, staff trained in positive handling will intervene to prevent harm, following the guidelines in the Positive Handling Addendum.

Restoring a Calm Environment:

Once the situation is under control:

- Staff will ensure all pupils and staff involved are safe and accounted for.
- The area will be secured, and lessons or activities will resume where possible.
- Pupils involved will be given space to calm down under supervision.

Post-Crisis Support:

Affected pupils and staff will:

- Receive appropriate support, such as time with the Inclusion Team or a debrief with senior staff.
- Be given opportunities for restorative conversations to repair relationships.
- Parents will be informed of the incident and any actions taken.

Preventing Recurrence:

A follow-up meeting with the pupil(s) involved will identify root causes and discuss strategies to avoid future incidents.

Adjustments to Individual Behaviour Plans or additional interventions may be implemented where necessary.

Monitoring of Policy

The Headteacher monitors the effectiveness of this policy on regular basis. They will also report 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 lunchtime incidents via CPOMS. These incident reports are monitored by the Headteacher as Designated Safeguarding Lead and the Deputy Safeguarding, SLT and the SENCO to monitor and review associated actions.

Clear Communication of Policy Updates

To ensure transparency and consistency, updates to the behaviour policy will be shared with all members of the school community, including staff, pupils, and parents.

Annual Updates:

- The behaviour policy will be reviewed annually, and any changes will be communicated at the start of the academic year.
- Staff will receive training or briefings on updated sections to ensure consistent application across the academy.

Ongoing Communication:

If significant changes are made to the behaviour policy mid-year, these will be shared promptly through:

- Parent communication channels, such as newsletters or the school website.
- Assemblies or PSHE lessons to explain changes to pupils.
- Staff meetings or written memos for all teaching and support staff.

Accessibility:

- The most current version of the behaviour policy will always be available on the school website and upon request from the school office.

Links to Other Policies and Information

This behaviour policy is aligned with the following school policies:

- Safeguarding and Child Protection Policy.
- Anti-Bullying Policy.
- Mental Health and Wellbeing Policy.
- Exclusion Policy.
- Searching, Screening, and Confiscation Policy.
  Full versions of these policies are available on the school website.
  (https://www.staugustinewebster.com/information/our-policies/)
- SEND Graduated Response
- Equality Policy
- Equality Act 2010
  SEND - Saint Augustine Webster Catholic Voluntary Academy

Positive Handling Addendum

Introduction

This addendum is based upon DfE Circular 10/98.

St Augustine Webster Catholic Voluntary Academy recognises that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its pupils, staff and property.

St Augustine Webster Catholic Voluntary Academy is committed to ensuring that all staff and adults with responsibility for pupils' safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour and only use positive handling as a last resort in line with DfE advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

This addendum must be read and implemented in conjunction with the whole academy behaviour policy and approach to behaviour management.

The Education Act 1996 (Section 551A) states that it is lawful for teachers and other authorised staff to use reasonable force to prevent a pupil from committing an offence, causing injury or damage or disrupting the good order and discipline of the academy. Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures. This addendum applies to all staff who are authorised to use positive handling.

Our approach to best practice

The best practice regarding positive handling outlined below should be considered alongside other relevant policies in the academy, specifically those policies in the academy, specifically those policies involving behaviour, bullying, child protection and health and safety. These policies can be found at https://www.staugustinewebster.com/information/our-policies/

In line with Education Act 1996 (Section 550A) in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Risk to the safety of staff, pupils or visitors, or
- Where there is a risk of serious damage to property, or
- Where a pupil's behaviour is seriously prejudicial to good order and discipline, or
- Where a pupil is committing a criminal offence

This judgement will consider the circumstances of the incident. All staff should be aware that the use of positive handling in response to a clear or developing danger of injury will always be used to manage behaviour positively to prevent a deterioration of the situation

Staff will view positive handling of pupils as a last resort for the purposes of maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every strategy will be used to manage behaviour positively to prevent a deterioration of the situation.

Staff will understand the importance of listening to and respecting pupils to create an environment that is calm and supportive, especially when dealing with pupils who may have emotional and behavioural needs, which may increase their aggression.

All staff will understand the importance of responding to the feelings of the pupil, which lie beneath the behaviour as well as to the behaviour itself.

Practice regarding specific incidents:

All policies and practice regarding the supervision of pupils during the academy day will be appropriate to the identified needs and behaviours of the pupils, this combined with the whole academy approach to behaviour should minimise the likelihood of requiring positive handling to an absolute minimum

The physical action taken will take into consideration the age and competence of the pupil and will be the least detrimental alternative

Staff intervening with pupils will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

A member of staff recognising that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the pupil(s) to stop the behaviour and seek help by any means available.

Staff who become aware that another member of staff is intervening physically with a pupil will have a responsibility to provide a presence and to offer support and assistance should this be required.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary

A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil and member(s) of staff will withdraw to a quiet but not completely private, place (e.g. two members of staff should be present, or a door left open so that others are aware of the situation.

Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, she/he will be released.

The force used will be commensurate with the risk prevented.

All staff are aware that we operate a back-up system to enable staff to call for help in emergencies (e.g. a member of staff will contact a senior leader, by sending a pupil).

Positive Handling

Examples of situations where positive handling may be appropriate include:

- Pupil attacks member of staff or another pupil
- Pupils are fighting
- Pupils are engaging in, or on the verge of, committing deliberate damage or vandalism to property
- Pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- Pupil absconds from academy or room (this only applies if pupil could be at risk if not kept in academy or a room)
- A pupil persistently refusing the leave a classroom
- A pupil behaving such that the lesson is being seriously disrupted

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression
- Physically interposing between pupils
- Blocking a pupil's path
- Pushing if restricted to situations where reasonable force is used to resist a pupil's movement, rather than a forceful push that might cause the pupil to fall over
- Escorting a pupil by the hand or arm.

Recording an incident (Serious incident report sheet)

All incidents that result in non-routine interventions will be recorded in detail on CPOMS and in the Team Teach Record Book.

Contemporaneous record (i.e. written within twenty-four hours of the incident's occurrence) will be made by the staff member involved in the incident.

Similarly, contemporaneous notes will also be made by any other members of Staff involved (i.e. as witnesses or additional providers of support) and recorded on CPOMS.

The record will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force
- The name(s) of the pupil(s) involved
- When and where the incident took place
- Names of staff and pupils who witnessed the incident
- The reason that force was necessary
- Behaviour of the pupil which led up to the incident

- Any attempts to resolve the situation
- The degree of force used
- How it was applied
- How long it was used for
- The pupil's response and the eventual outcome
- Details of any injuries suffered by either staff or pupils
- Details of any damage to property
- Details of any medical treatment required (an accident form will be completed, where medical treatment is needed)
- Details of follow-up, including contact with the parents/carers of the pupil(s) involved
- Details of follow up involvement of other agencies - police, Social Services

Pupil witnesses may also be asked to provide a written account if appropriate

Copy of this entry will be kept on the pupil's file and retained in line with LA Guidance on keeping educational records

The academy will report any injuries to pupils or staff in accordance with Academy procedure for reporting injuries.

Pupils who are identified as likely to require positive handling as part of their Behaviour management will require an Individual Behaviour Management Plan alongside their Individual Education Plan. This is drawn up in response to the risk posed by the pupil's behaviour and is shared with all staff, parents/carers and the pupil if appropriate.

Debriefing Arrangements

The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The pupil will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given the opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to the academy

All members of staff involved will be allowed a period of debrief and recover from the incident. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member(s) of staff involved.

The Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

Training Needs of Staff

In cases where it is known that a pupil will require positive handling on occasions, the academy will ensure that appropriate training is provided. Staff involved will identify their training needs in this area.

Where the academy anticipates that positive handling may be required on occasions, North Lincs Behaviour Support Service provide training in the use of the TEAM TEACH approach and techniques.

Staff trained in positive handling techniques need to update their training on a regular basis and ensure that their training record is kept up to date.

Authorisation of staff to use positive handling

We recognise that positive handling will be seldom used and it is a last resort to maintaining a safe environment

All teaching staff are, by the nature of their roles, authorised to use positive handling as appropriate. Designated staff will have Team Teach training. Support staff will require specific authorisation, either temporarily or permanently. The Headteacher or someone deputising for them when they are absent can only give this authorisation.

Best practice will be monitored. Frequent sessions to practice the use of techniques, as well as to disseminate any revised information will be included as part of the academy's normal schedule or CPD.

These meetings will be open to all staff, including non-teaching staff, who have been authorised to use positive handling techniques.

In the event of a complaint being received by the academy in relation to the use of physical force by staff, the matter will be investigated in accordance with DfE Circular 10/95 – Protecting Children from Abuse.

Arrangements for Informing Parents

Parents will be informed of the academy's policy regarding positive handling in the following ways:

All relevant parents/carers will be sent a letter outlining its introduction with information about obtaining a copy of the policy for their own information.

A section about the academy's legal obligations to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the academy website.

Staff who work with particular pupils who have learning or physical disabilities (and who have Individual Education Plans, Individual Behaviour Plans may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded.

All parents will be informed after a non-planned incident where positive handling is used with a pupil.

Governors will be informed of the number of incidents where positive handling has been used, on an annual basis.