



9a - Behaviour Policy

(Policy to promote good behaviour and to set out the sanctions for misbehaviour)

Mission Statement

We are an all-through, inclusive Catholic girls' school with boys in the Nursery. As a girls' school we are committed to preparing girls for life long effectiveness and success. As part of their journey, girls will learn of intellectual risk-taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well-being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.

Introduction

This policy is informed by DfE non-statutory guidance Behaviour and Discipline in Schools (2014). The EYFS is included in this policy - see Appendix 2'.

St Augustine's Priory aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. The school aims to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. The school develops qualities of team-work and leadership through its extensive programme of extra-curricular activities, its House system and mentoring systems.

The school is expected to be a place where:

- All individuals are respected and their individuality valued
- Pupils are encouraged to achieve
- Self-discipline is promoted and good behaviour is the norm
- Rewards and sanctions are applied fairly and consistently
- Bullying, disruption and harassment are not tolerated
- Early intervention is the norm
- There is an emphasis on self-discipline

St Augustine's Priory is an inclusive community. In line with our Gospel Vision and shared British values, we welcome pupils from a wide variety of ethnic and social backgrounds and

faiths. We treat everyone as an individual and aim to develop the whole person equipped to take her place in the modern world and to live life fully.

St Augustine's Priory's community of governors, staff, parents and pupils adhere to an established routine and Code of Conduct. The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. The governors help promote good behaviour by ensuring this policy is effectively implemented.

Everyone has a right to feel secure and to be treated with respect at St Augustine's Priory, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-Bullying policy is on our website and hard copies are available from the Head's PA. In accordance with Equality Act 2010 we are strongly committed to promoting equal opportunities for all, regardless of race, gender, gender or sexual orientation or physical disability or learning difficulty.

Duties under the Equality Act 2010 and supporting pupils with Special Educational Needs and/or Disabilities (SEND)

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and SEND. In particular we take account of SEND when considering behaviour, discipline and sanctions.

Adjustments will be made according to the children's individual specific needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions including exclusion.

Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Learning differences and SEND policy. Furthermore there will be no discrimination on the basis of gender, race, religion, belief, culture, sexual or LGBT orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. We will pay particular attention as well to the needs of looked after children.

Liaison with Parents and External Agencies

We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. This school also has access to educational psychologists and the education welfare service at the local authority.

The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Recording

Incidents and Sanction Books: Those with senior pastoral responsibilities in the leadership and management regularly check the school's records and the serious sanctions book so that behavioural patterns can be identified which are then reported to the Head for consideration and action by the Senior Leadership Team (SLT).

The school keeps a variety of records of incidents of misbehaviour. This includes a register of sanctions imposed for serious misbehaviour. The class teacher records any significant classroom incidents. These notes should be kept on the school's information management system under the notes function.

The Head of School, Deputy Head, Senior Deputy or Head records those incidents where a pupil is sent to him/her on account of bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors email the relevant Form Tutor/Head of School/Year with details of any incidents of poor behaviour.

For more serious incidences the Lunchtime Supervisors will, as soon as possible, make one of the Head of School and Deputy Head aware.

A Serious Sanctions Book is kept in the Head's office. A copy of all discipline letters to parents is kept on file in the relevant pupil records. Any serious incident is where very aggressive or uncontrolled behaviour has put other pupils at risk or has endangered the safety of the pupil concerned must be discussed with the Head and recorded appropriately. The Head keeps a record of any pupil who is excluded for a fixed-term (suspension) or who is permanently excluded. It is the responsibility of the Board of Directors to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

St Augustine's Priory will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at St Augustine's Priory are: Fixed Penalty Exclusion (Suspension) and Permanent Exclusions (Expulsion). Neither sanction is used lightly.

The power to suspend or expel a pupil can only be exercised by the Head or Deputy Head. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion.

At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Chair of the Board of Governors. The school informs the parents how to make any such appeal. It is the responsibility of the Board of Governors, with the help of the Head and SLT, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Managing Pupil Transition

We carefully manage the transition of all pupils into the next phase of their education; for example, from EYFS to Key Stage 1, from Key Stage 1 to Key Stage 2. This includes preparation for GCSE choices, A Level and beyond. A particular strength of St Augustine's Priory is the relationship members of staff develop with the pupils. Our staff team is in constant communication and any specific pupil support systems or strategies are seamlessly

integrated as each pupil moves through the school to ensure consistency in their behaviour management.

A principle tool in achieving this consistency of approach is the work of the Senior Form Tutors and Head of Sixth Form who monitor and assist Form Tutors and other staff and who flag up to the Deputy Head (Junior), Deputy Head (Senior) or Head of Preps/Pre-Preps (as appropriate) immediately any issues that need addressing.

Pupil transition is also supported through bonding trips at the beginning of each Key Stage along with weekly assemblies, which further bonds within the school through celebrating the successes of individuals and groups.

Involvement of parents and guardians

Parents and guardians who accept a place for their child at St Augustine's Priory undertake to uphold the school's policies. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Staff will liaise with parents where concerns are identified.

The Role of Parents

The school strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child, both inside and outside the school.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

By working collaboratively with parents, pupils receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order.

All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

Involvement of pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council which meets regularly.

We aim to create an atmosphere where pupils behave with courtesy, consideration and respect for other people and their property and the environment and where pupils are able to strive for and give of their best:

- Pupils' good behaviour is a whole school responsibility
- Pupils are clear about the guidelines and standards expected of them. For younger pupils this is explained in Class Rules and through PSHEE.
- Good communication verbal and written – the 'paper trail' - is essential.
- The Form Teacher or Form Tutor is key and parents need to be fully involved.

Consistency

To enable girls and staff to be clear about the scope of this policy staff will receive training at induction and thereafter. Girls will be told the principles of the policy each academic year. There are various Pathway activities at strategic transition points to help students and parents prepare effectively for these important milestones. Key behaviour guidelines are on display in form rooms.

In all circumstances, staff will expect all pupils to:

- behave with courtesy and consideration for other people – all staff, other pupils, parents and visitors.
- respect other people's property as well as their general environment and the fabric of the buildings
- take responsibility for their own actions. This includes refraining from using offensive vulgar or foul language and behaving in an anti-social manner.
- respond co-operatively to instructions from staff and School officials
- dress according to the appearance guidelines and to be smart and well presented at all times.
- walk sensibly and quietly in the buildings
- put rubbish and litter into the bins
- only to have food and drink in the appropriate areas of the school
- refrain from chewing gum or spitting
- use social media and the internet in accordance with the terms of the school's E-Safety policy

In addition, in lessons staff will expect all pupils to:

- be punctual and enter classrooms sensibly
- bring the appropriate books, equipment or games kit to every lesson
- listen, follow instructions and remain quiet when asked
- contribute to the lesson positively
- respect the right of other pupils to learn and teachers to teach
- complete classwork and homework to the best of their ability
- record homework tasks in their planners in the Junior and Senior Schools.

School Counsellor Option as part of Supporting Pupils to Self-Manage their Behaviour

It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a Counsellor is established as a support mechanism and can be used for on-going behaviour problems or in times of personal need. At this school, the pupils will know this person as the School Counsellor who is employed by the school. The Head or Deputy Head are always available as a point of reference

Involvement of Prefects

Prefects, who are appointed in part to help the staff run the School, are a part of its discipline structure. Prefects do not impose sanctions but may require pupils to take certain actions (which include requiring pupils to see a member of staff in order for a disciplinary matter to be dealt with). Pupils are expected to comply.

Rewards & Sanctions

We aim to provide a system of 'Rewards and Sanctions' throughout the full age range that promotes and maintains acceptable standards of behaviour and positive work ethics. Rewards should emphasise positive and pleasing contributions to the life of the school as well as recognising good work. Sanctions should ensure that pupils understand the unacceptable nature of their behaviour or poor work – and also offer them a positive way forward. It is a particular responsibility of staff to apply sanctions fairly and consistently; language or actions that can be construed as derogatory, disrespectful or sarcastic should not be used and unnecessary confrontation, resulting in the escalation of a situation, should be avoided.

Informal Rewards and Sanctions

These are frequently used as a natural and integrated part of a teacher's interaction with pupils and are vital to effective classroom management: words of encouragement and smiles of approval for example, go hand in hand with the authoritative stance, the stern look, the cautionary gesture, the 'quiet word' and the firm rebuke.

A particularly effective way of recognising a pupil's good performance or conduct is not only for the teacher concerned to congratulate the pupil personally but also to mention this to a relevant member of staff (Form Tutor, Senior Form Tutor, Head of Department, etc.) who can then also congratulate the pupil. This creates a positive climate in which pupils feel their efforts are known and appreciated. Verbal praise and written praise are given for good work and examples of pupils' work are displayed in classrooms and around the School and reflected in House Points in the Senior School and Merit Marks at Key Stage 2.

Such referral and feedback also work well as a semi-formal sanction in the case of poor effort or conduct, whereby pupils realise that 'being unsatisfactory' is noticed and taken seriously by more than just the teacher initially concerned.

Rewards and Sanctions at Key Stage 1

Throughout Key Stage 1 children are regularly praised and rewarded praise for good behaviour in a number of ways.

- Good behaviour is recognised and praised regularly in lessons.

- Teachers give children praise for specific achievements. Teachers have a selection of sticker and stamp rewards for good manners, effort, good work and behaviour throughout the school day.
- Star of the Day- every day one child is chosen to be 'Star of the Day'. Pupils or the form teacher nominates someone who they think deserves to receive the award. This reward can be for behaviour, effort or work. A record of who has been chosen is kept by the teacher to ensure every child gets an equal chance.
- Friday Prep 'Praise Assembly'. Certificates are awarded to two children in each class each week for effort, attitude or behaviour in School.

If a child misbehaves they are spoken to individually by the teacher who will try to establish the reason for this behaviour and explain why this is unacceptable. The form teacher and Head of Preps and Pre-Preps should be made aware of repeated low level negative behaviour such as calling out or disrupting the class. The form teacher may contact parents about any concerns about a child in their class at the end of the school day by speaking to the parent in person or by phone call.

Any meeting with a parent about a pupil's behaviour concerns should be recorded on the 'Record of Contact with Parent' form and kept in the class file.

Formal Rewards at Key Stage 2 and in the Senior School

We try to recognise 'that of God' in our pupils. This leads to an atmosphere of celebration of our pupils achievements from the well-deserved praise for a job well done or a helping hand to the formal acknowledgement of House Points and Merit Marks. We strive for the best we can be, and confident, happy pupils. Formal rewards may include but are not limited to:

- Merit Marks at Key Stage 2
- Merit Badges in Key Stage 2
- Letters of Commendation from staff and the Headteacher
- House Points in the Senior School
- Certificates of Achievement and Excellence
- Department postcards
- Earning 'casual days' where pupils can come to school in their own clothes

Sanctions

Sanctions should ensure that pupils understand the unacceptable nature of their behaviour or poor work or persistent lateness to school – and also offer them a positive way forward. It is a particular responsibility of staff to apply sanctions fairly and consistently; language or actions that can be construed as derogatory, disrespectful or sarcastic should not be used and unnecessary confrontation, resulting in the escalation of a situation, should be avoided. A range of sanctions may be applied for misbehaviour and these must always be timely and appropriate. The **appropriateness** of sanctions is essential to their effectiveness, and so responses must be seen to be **proportionate** at all times to the circumstances, the response of the child and the understanding of the child. Any form of corporal punishment is **strictly forbidden**. Form teachers will review on a weekly basis sanctions received by individual students.

In cases of persistent misbehaviour the underlying causes will be investigated to ensure that there are no academic or personal circumstances contributing to the concerns being raised. This may necessitate initial or further investigation of learning difficulties. Records are kept of all serious sanctions imposed for serious misbehaviour.

Welfare plans are used at various points in school systems to ensure consistent care and support around a young person or child. They may be set up in response to a pattern of behaviour following a serious sanction.

Sanctions (See Appendix 1) may include:

- Verbal warning and notice to improve
- Strike Marks at Key Stage 2
- Minus Marks at Key Stage 2 following 3 Strikes and parents will be contacted
- Written warnings in planners in the Senior School
- If pattern of warnings or punishments is identified then referral to Senior Form Teacher and call home
- Friday Detention supervised by Senior Form Teachers and Faculty Leaders in Senior School.
- Headteacher detention (Saturday)
- Internal isolation

Report Cards:

1. Voluntary report Card – pupil’s request, to improve performance
2. Form Tutor’s report card – tutor concerns often based on grades, underperformance, participation and/or concerns about punctuality
3. Senior Form Teacher or Deputy Head’s report card – very serious concerns or failure to respond positively to previous reports or warnings
4. Head’s report card- extremely serious level of concern or return from a school suspension as a re-settling in aid.

Strike Mark System and Minus Marks at Key Stage 2

Minus Marks at Key Stage 2 are an official sanction which is recorded on a student’s report. As part of the school’s underlying philosophy the Strike Mark System gives students a chance to think about their behaviour and reflect on what they need to do to improve it, while accepting responsibility for any misdemeanours.

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| 1 st Strike Mark - | Girls will be given a Strike Mark card, which they will have to hand in to their form teacher. They will then discuss the reason for the Strike Mark and it will be recorded in a register. |
| 2 nd Strike Mark - | Girls who receive a second Strike Mark card will have to make an appointment to see the Deputy Head (Juniors) to explain why they have received the Strike. At this stage they will receive a warning that if they receive a third Strike, they will receive a Minus Mark. |
| 3 rd Strike Mark - | On receiving a third Strike, girls will get a Minus Mark which will be recorded on their report. At this point parents will be notified. |

In exceptional circumstances where a student within Key Stage 2 receives three Minus Marks within one school year, parents will be asked to make an appointment with their daughter to discuss her behaviour in school.

Teachers may give a warning for:

- Underperformance
- Inappropriate or unacceptable behaviour
- Poor classwork
- Poor homework or homework not done
- Any other misdemeanour

What are the consequences of being given a warning?

- The teacher giving the warning will record it in the pupil's planner.
- Three warnings will result in a Detention for the pupil.

What If a pupil receives a number of warnings or Detentions?

- The pupil's Senior Form Tutor will be informed
- The pupil's parents/carers are to be involved in cases of repeated sanctions
- The pupil's Tutor or Senior Form Tutor will decide on an appropriate sanction to be applied in cases of repeated detentions
- A welfare plan may be put in place
- Where appropriate, further support will be put in place. This may be academic, pastoral or both and may include a referral to the school counsellor.

Uniform

Correct uniform must be worn at all times. The sanctions outlined above will be applied across the Junior and Senior School for incorrect uniform. For Prep pupils, teachers will raise uniform matters with parents. Any member of staff may issue a sanction for uniform infringements.

- **Full uniform:** girls must wear full school uniform when travelling to and from school.
- **PE Kit:** This must only be worn for P.E. and sporting activities. Junior pupils may wear PE kit for the full day. Senior pupils may not wear PE kit when travelling to and from school, except after fixtures.
- **Skirts:** These should not be rolled up or altered in any way and should be knee-length or just above knee-length.
- **Jumpers and Cardigans:** These should not be tied around the waist
- **Shirts:** Both the long sleeved or short sleeved shirt may be worn all the year round.
- **Shoes:** These must be black or navy leather or patent leather but not fabric. Trainers are not allowed unless part of PE kit. Shoes should have a maximum heel height of 3 cm and fasten over the foot, holding it well and comfortably.
- **Hair must be tidy.** Long hair must be tied back; any hair accessories worn must be in uniform colours. As a privilege for Upper V and above, hair may be worn down or tied back.
- **No jewellery, make-up or nail polish** may be worn in school by pupils until they reach the Sixth Form.
- **Earrings:** Small, plain stud earrings may be worn by those girls with pierced ears but **MUST** be removed for P.E.

Serious Sanctions

The school's policy on discipline and exclusions is set out on the website and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headteacher can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- drug abuse;
- alcohol and tobacco abuse;
- theft;
- bullying;
- physical assault/threatening behaviour;
- fighting;
- sexual harassment;
- racist or sexist abuse;
- sexual misconduct;
- damage to property;
- persistent disruptive behaviour; and/or
- parental behaviour
- malicious communications

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

As with any apparently significant disciplinary matter, the case will have been properly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being interviewed. Parents will also normally be contacted by the Headteacher or the Deputy Head or other senior colleague and invited into school for consultation. A formal letter confirming the School's action will be sent. The parents will have a right to appeal against the decision. The procedure for appeal is as set out in the Handling of Complaints Procedure.

Where deemed necessary, support for pupils and families may be sought from other agencies such as ECIRS, Ealing SAFE, local GPs, CAMHS, and so on.

Behaviour Outside School

Pupils' behaviour outside school on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits that acknowledge, in cases of serious bad behaviour, they will collect their pupil from the venue.

The Head will not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect their pupil from the venue at their own expense.

Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email, etc.) that is witnessed by a staff

member or is reported to the Headteacher will be subject to proportionate disciplinary measures.

External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

Disciplinary Action Against Pupils Who Are Found to Have Made Malicious Accusations Against Staff

Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. The matter will also be dealt with by the school under its disciplinary procedures for serious misconduct.

Staff Training

The training of staff is essential to the provision of a positive environment. Non-teaching and teaching staff are included in all staff INSET where there is a relevance to the behaviour policy. The induction of new staff is regarded as vital, with the induction programme providing opportunities to discuss the behaviour management policy. All staff, especially Newly Qualified Teachers are observed every half term (or more regularly if needed) and provision made to develop pupil management techniques as appropriate.

Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of pupils"

Subject to the requirements for reasonable force laid out in the paragraph, any member of staff is authorised to use physical restraint if a child is in immediate danger.

At St Augustine's Priory all staff are trained and authorised in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use

their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. It is also made clear that they should not threaten the use of physical force. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance entitled 'Restraint' which includes:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- "The chances of achieving the desired result by other means
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Headteacher immediately after he/she has needed to restrain a pupil physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree plans for managing that individual pupil's behaviour. This should be done as soon as is reasonably practicable.

Searching, screening and confiscation

While pupils have the right to expect a reasonable level of privacy, the Headteacher and staff at St Augustine's Priory have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or may cause harm to themselves or others.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- mobile phones or devices containing images or messages that are reasonably thought to cause harm.

If a member of staff suspects that a pupil is carrying any of the above items then they will inform the Headteacher. At this point the Headteacher will convene a group of staff and the decision to search a student will be decided should it be deemed necessary and is justified. Searches are to be conducted by two female members of staff authorised by the Headteacher, ideally with the consent of the pupil. A search may be conducted without written consent if the Headteacher deems it is necessary and reasonable to do so.

Monitoring and Evaluation

Governors review this policy annually and monitor its effective implementation and the record keeping of serious sanctions.

This policy is reviewed annually and whenever legislative advice is issued by the DfE and ISI. It is reviewed annually in the Summer Term by members of the Safeguarding Committee under the guidance of the governor responsible for Safeguarding. Pastoral oversight and implementation of the policy across the school is regularly made by the Deputy Head and Senior Form Teachers. Questionnaires are used the use of rewards and sanctions is regularly discussed at School Council. Their ideas are fed back to the SLT by the executive committee and their ideas are incorporated into the policy to improve both the nature and awarding of the rewards and sanctions used. Heads of Department are responsible for the academic monitoring of this policy.

See also:

- Anti-Bullying Policy
- Prevent Policy
- Safeguarding Policy
- SEND Policy
- EYFS Behaviour Policy

Appendix 1

Sanction	Typically applied in response to...
Warning (Senior School)	<p>Warnings are logged in student’s homework diaries and may be given for a variety of reasons:</p> <ul style="list-style-type: none"> • Behavioural misdemeanours such as eating in class, talking in class, running in corridors, lateness. • Not completing work or failing to hand in work. • Breaches of uniform etiquette identified by staff including PE Kit • Repeated lateness <p>Three warnings in any half term will result in a Friday after school detention. Students attending more than one detention in a half term will see an escalation in the sanction applied according to those sanctions outlined in this document.</p> <p>* Please note that a system of ‘Cause for Concern’ slips are used between teaching staff and pastoral leaders in order to monitor, deal with and record issues that arise.</p>
Friday after school detention	<ul style="list-style-type: none"> • Three warnings in any one half term as described above. • Detention/Detentions without warnings: <ul style="list-style-type: none"> ➤ More serious behavioural issues such as, but not limited to, actual damage to property, sustained disruption to own or others learning and progress, theft. ➤ More serious academic concerns such as, but not limited to, missing important deadlines, plagiarism, and dissatisfactory performance across subjects. ➤ Detentions in these cases are issued by the Form Teacher and/or Subject Teacher in conjunction with the Senior Form Teacher.

Contact with Parents	<p>To communicate concerns to parents the following systems are utilised by staff:</p> <ul style="list-style-type: none"> • Form teachers and parents checking and signing homework diaries. Homework diaries are used by staff to communicate minor concerns on a day-to-day basis. • Parental signature of a detention form. • Phone call to parents to discuss concerns. Concerns such as, but not limited to, behaviour which is seriously disruptive to own or others, endangers the welfare of others or causes serious offence such as bullying. This also includes behaviour which the above sanctions have not been able to modify, bringing the school into disrepute. • Meeting with parents if concern persists or accelerates in order to discuss the appropriate course of action.
Temporary Exclusion	<p>Serious misbehaviour such as, but not limited to, sustained bullying, serious damage to property and physical or psychological harm to others, smoking, drinking or taking drugs on the school premises or during a school activity. At this level the behaviour would be classed as criminal in the adult world.</p>
Permanent Exclusion	<p>Behaviour so serious that the safety, welfare and progress of other pupils in the school cannot be guaranteed and so necessitates the removal of the pupil from the school.</p>
Involvement of External Agencies	<p>Educational psychological reports may be requested. A number of agencies may be used to support pupils including CAMHS, social care and counselling to ensure young people receive appropriate support and challenge. The police may be called when a crime has been committed.</p>

Persons responsible: KC1/SR

Updated (numbering): January 2017

Updated (EYFS) March 2017

Last ratified by Academic Committee February 2017

Next review March 2018

Appendix 2

Saint Augustine's Priory EYFS Behaviour Policy

Philosophy

'...If a child lives with encouragement, he learns confidence. If a child lives with praise, he learns to appreciate. If a child lives with fairness, he learns justice. If a child lives with security, he learns to have faith. If a child lives with approval, he learns to like himself. If a child lives with acceptance and friendship, he learns to succeed.' Dorothy Louise Law 1959

Aims

We will

provide a safe, rich learning environment that enables children to learn about themselves, each other and the world around them
promote good behaviour self-discipline and respect
have high expectations for children's behaviour. Children should be encouraged to feel proud of their achievements
create a positive 'can do' culture
work together to ensure consistency and shared values
focus on the development of the whole child – their health, happiness and ability to grow, learn and succeed
prevent bullying

Children will

begin to understand and manage their own behaviour and relationships
develop an understanding of what is right and wrong and why
learn to respect other people
learn to treat objects and belongings with respect
begin to understand about the consequences of their behaviour
become increasingly aware of their own and others' needs and feelings.

Implementation

All EYFS staff and those who support the teaching and learning in the EYFS are responsible for the implementation of this Behaviour Policy;

We will model appropriate phrases and language and teach children to understand what acceptable behaviour is through

- *our PSED Curriculum
- *use of circle time
- *Anti-Bullying Week
- *activities that promote sharing, negotiation and co-operation
- *rewarding and praising good behaviour – stickers, star of the day
- *developing an understanding of the school's code of conduct – in Nursery, in class, in Refectory, playground, Chapel, and our expectations for behaviour for learning
- *labelling inappropriate behaviour not the individual child.

Children will be given strategies to use that will enable them to take responsibility for their own behaviour such as

- * encouragement to express themselves verbally rather than physically, 'Use your words' in order to resolve conflict successfully
- *use of sand timers to encourage sharing and turn-taking.

Sanctions used in Nursery are-

- *time out (with a sand timer, 1 minute for a year of their age) – during this time the child is encouraged to think about what they have done wrong and to think of what they can do to make up for that action. They are then asked to say sorry after the time out period is up. Some children may need support to do so
- *refocusing the child's attention on a quieter activity
- *inappropriate behaviour is recorded and reported to parents on the same day.

Sanctions used in Prep 1 are-

- *time out (using a sand timer, 1 minute for a year of their age) – during this time the child is encouraged to think about what they have done wrong and to think of what they can do to make up for that action. They are then asked to say sorry. Some children may need support to do so
- *refocusing the child's attention on another activity
- *inappropriate behaviour is recorded and reported to parents on the same day.

Inclusion

All pupils, regardless of gender, faith, race, culture, ability/disability will be given the opportunity to take responsibility for their own behaviour and form positive relationships within an atmosphere of mutual acceptance and respect.

For children with SEN in the EYFS (whether this is temporary or long-term), staff will match their expectations for behaviour according to the child's individual learning and developmental needs, taking into account specific targets and advice from outside agencies as appropriate.

Monitoring

We will monitor children's behaviour through observations and daily professional dialogue. 'Children in the EYFS' is a fixed item on the agenda at every EYFS Team Meeting.

The EYFS teacher-named practitioner with responsibility for behaviour management issues (Miss E. Keane) takes responsibility for this and for providing guidance for EYFS staff. We will record children's development and achievements. If there is a concern about a child's behaviour we will

- *communicate with parents to inform them of their child's behaviour and to ascertain whether there has been a change of routine or behaviour at home
- *use behaviour charts and report to parents on a daily or weekly basis
- *involve other colleagues in school – Head of Preps and Pre-Preps, EYFS SENCO, Head-teacher
- *draw up a behaviour plan and monitor behaviour
- *seek expert advice or support from outside agencies to assess the needs of pupil who display continuous disruptive behaviour if other methods are not effective with a particular child or we feel that support is needed in this area.

The EYFS teacher-named practitioner with responsibility for behaviour management (Miss E. Keane) will ensure that

Corporal punishment will not be given to any child by any person who cares for or who is in regular contact with EYFS children, or by any person living or working on the premises
No-one shall threaten corporal punishment, nor use or threaten any form of punishment which could adversely affect a child's well-being

Physical intervention will only be used to manage a child's behaviour if it is necessary to avert immediate danger of personal injury to any person (including the child)

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary

Any occasion where physical intervention is used to manage children's behaviour will be recorded and parents informed about it on the same day, or as soon as reasonably practicable.

Documents Referred To:

Statutory Framework for the Early Years Foundation Stage (March 2017) - DfE
Behaviour and Discipline in Schools (February 2014) – DfE
EYFS 2017
SEND Code 2015 DfE

Policies Drawn On:

Saint Augustine's Priory Safeguarding Policy
Saint Augustine's Priory Early Years Foundation Stage Policy
Saint Augustine's Priory Behaviour Policy
Saint Augustine's Priory Anti-Bullying Policy
Saint Augustine's Priory Staff Code of Conduct
Saint Augustine's Priory –Procedures for Teaching in the Preps and Pre-Preps

Appendix 3

Biting

Biting is a normal developmental phase for infants and toddlers- the behaviour is usually temporary, although it can be a cause of concern for parents and Early Years staff. As a child develops, biting incidents should become less frequent. Persistent biting may indicate other behavioural needs, especially if the biting incidents are frequent. Biting incidents must be dealt with effectively and require positive intervention from both staff and parents.

Staff maintain a close and constant supervision of children at all times, but due to the speed and random nature with which biting incidents often occur, it is not always possible to prevent it from happening.

If a biting incident occurs -

- *The biter is immediately removed from the situation with a firm "No... we don't bite people"
- *The child who has been bitten will be comforted immediately and the bitten area treated as appropriate
- *The biter will be given 'time out' to reflect on their behaviour and to deal with their emotions
- *A report of the incident will be made in our accident book and the parents of both children will be informed on the same day or as soon as is reasonably practicable
- *Staff will not reveal the identity of either child to parents. We will work in partnership with the parents of the biter to address the behaviour, model appropriate responses for communicating and playing, resolving conflict and consideration for others
- *Staff will observe the child who is biting, anticipating biting situations where possible, and keep a record of every occurrence, noting location, time, people present and any possible triggers for the behaviour
- *Staff will work with children who have been bitten to help them minimise the possibility of this occurring again
- *Persistent occurrences may require extra help from external agencies.