

9a – Promoting Good Behaviour Policy

Policy to promote good behaviour and to set out the sanctions for misbehaviour; includes policy on exclusions

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Mission Statement

Our girls will change the world

- We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.
- We empower pupils with outstanding results, a love of learning and an alternative way of thinking.
- Augustinians are ethical leaders sowing joy, truth and courage.
- In this school freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all of the world’s communities.
- We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

Introduction

This policy is informed by DfE non-statutory guidance Behaviour and Discipline in Schools (2016). The EYFS is included in this policy.

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 and the mental health 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 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. All pupils are encouraged to serve other people in the wider community through Charities Week initiative and ongoing work towards the common good.

The school is expected to be a place where:

- We all listen
- All individuals are respected and their individuality valued regardless of age, disability, gender reassignment, sex, sexual orientation, faith, race, culture and beliefs

- Pupils are encouraged to achieve
- Good behaviour is the norm for a calm, safe environment
- Rewards and sanctions are applied fairly and consistently
- Bullying, disruption, physical threats and abuse, intimidation and all forms of harassment are not tolerated
- Early intervention is the norm
- There is an emphasis on self-discipline and self-knowledge.

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 their place in the modern world and to live life fully – John 10:10 – *“I have come that they may have life, and have it to the full.”*

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 and its community. 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 School Office.

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. All rewards and sanctions must be applied fairly and consistently and in accordance with the school's **Pupils with SEND Policy**. There will be no discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Pupils with SEND will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. In particular we take account of SEND when considering behaviour, discipline and sanctions including exclusion. Adjustments will be made according to the children's individual specific needs, where required. Specific preventive measures may include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

We will pay particular attention as well to the needs of Looked After Children (and Formerly Looked After Children). Steps could include behaviour modification strategies and requesting external help with the pupil.

Involvement of 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, such as the Ealing SAFE team and other Early Help 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. We occasionally refer pupils to external psychologists with whom we have an established relationship. The link person is the appropriate member of SLT with pastoral responsibility for the pupil concerned.

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

Partnership with 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.

The school strongly encourages an ethos and culture whereby there is clear communication with parents. Parents are expected to take responsibility for the behaviour of their child, both inside and outside the school. Parent workshops on a wide range of issues are offered by the school on a regular basis to ensure parents and school work together with the best interests of the child at the centre. We also run regular curriculum evenings and Parent Conversations for parents to understand the routines, processes, support structures and progress strategies we use in school. These are also an invaluable opportunity for parents to get support from the school, from experts and from each other.

We 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 behaviour concerns, using observation records to help us 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 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 publicly, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it could 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. Respect is at the heart of our work.

Involvement of pupils

We actively listen to our pupils encouraging constructive suggestions from them, in assemblies, form time and via the School Council and Inclusion Committee which meets regularly.

We actively 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. For older pupils the Code of Conduct is in their planner.
- Key behaviour guidelines are on display in form rooms.
- Good communication, both verbal and written, is essential.
- The Form Teacher or Sixth Form Tutor is key and parents need to be fully involved.

Staff training

Non-teaching and teaching staff are included in all staff INSET where there is a relevance to the behaviour policy. This policy is covered in staff induction. All staff, especially Early Career Teachers, are observed every half term (or more regularly if needed) and provision made to develop pupil management techniques as appropriate.

Consistency

To enable students and staff to be clear about the scope of this policy staff will receive training at induction and thereafter, and occasionally at INSET or staff meetings. Students will be told the principles of the policy each academic year.

In all circumstances, staff will expect all pupils to:

- behave with courtesy and consideration for other people – all staff, other pupils, parents and visitors
- actively develop tolerance and harmony between different cultural traditions
- 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 (Refectory, Rose Garden, Chapel Terrace, Meadow, Field, picnic benches)

- refrain from chewing gum, vandalising property or spitting
- use social media and the internet in accordance with the terms of the school's Digital Responsibility policy
- lock their mobile phone away as soon as they enter the school site and keep it locked away for the duration of the day (phone must be put away in bag or blazer before entering the Prep playground and not be taken out until pupils exit school through the Prep playground gates at the end of the day; this is to protect our youngest EYFS pupils)
- wear correct uniform at all times

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

- regard all cultures with respect and to know that this cannot be achieved properly without reference to the influence of faith
- be punctual and enter classrooms sensibly
- bring the appropriate books, equipment or PE 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 Preps and Seniors.

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 Heads of Year and Director of Priory Sixth who monitor and assist Form Teachers and other staff and who flag up to the Deputy Head Pastoral (Seniors) 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. We invite parents to our Parent Conversations at key moments to assist with this.

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.

The Headteacher 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 or residential visit will result in the parents having to collect their child 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 social media or 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 affect the wellbeing of the members of our school community, the orderly running of the school, pose a threat to another pupil or a 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.

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.

Searching, screening and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

While pupils have the right to expect a reasonable level of privacy, the Headteacher and designated 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, vaping materials and cigarette papers
- fireworks
- pornographic images, including those on mobile devices
- 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
- images, text or other materials contrary to Fundamental British Values or which may be used to radicalise pupils.

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 designated group of staff and the decision to search a student will be decided should it be deemed necessary and is justified. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. A member of staff may search a pupil's outer clothing, pockets, possessions (including bags), desks or lockers. 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. In exceptional circumstances, where the threat of serious harm to a person is believed to be immediate and severe, the search may be carried out by a male member of staff.

The member of staff's power to search outlined above does not enable them to conduct a strip search. A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Screening of internet use and monitoring and recording activities with CCTV are also used by the school in order to ensure good behaviour.

If a pupil is found to be in possession of a prohibited item listed above then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach. Prohibited items will be confiscated and delivered to the police, retained, returned to the owner or destroyed.

Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

The Headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

Physical restraint

Corporal punishment given by, or on the authority of, a member of staff cannot be justified and is prohibited. Like all schools, we reserve the right for our staff to use 'physical intervention' and reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 (with revisions 2011) 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.

- "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.

Informal rewards and sanctions throughout the school

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 Teacher, Head of Year, 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.

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 with praise for good behaviour in a number of ways. All rewards will be logged and certificates will be generated at various milestones.

- 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.
- Amazing Grace - every day one child is chosen to receive the Amazing Grace Award. 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/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.

Rewards at Key Stage 2 and in the Seniors

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. All rewards will be logged on Class Charts, and certificates will be generated at various milestones.

Formal rewards may include but are not limited to:

- Merit Marks, Badges and certificates in the Preps
- Work displayed on Preps' Wall of Achievement for Prep girls and pupils discuss the piece and receive stickers
- Form Teachers in the Preps have the Amazing Grace Award, DoDo and Table Points and a whole array of different praise systems for their forms
- Letters of Commendation from staff and the Headteacher
- House Points in the Seniors; with certificates from Heads of Year, messages from the Headteacher, and lapel pins as rewards for different stages of achievement
- Head's Commendation certificates awarded termly
- Termly Certificates for 100% Attendance
- Department postcards
- Earning 'casual days' where pupils can come to school in their own clothes

Sanctions at Key Stage 2 and in the Seniors

Sanctions should ensure that pupils understand the unacceptable nature of their behaviour or attitude to learning – 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. No-one shall threaten corporal punishment, nor use or threaten any form of punishment which could adversely affect a child's well-being.

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. Form Teachers will review on a weekly basis sanctions received by individual students.

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.

All warnings, serious sanctions and detentions will be logged on Class Charts, a behaviour management software system. Serious sanctions leading to exclusion, major detention or disciplinary meetings will be logged in the Serious Sanctions log book kept in the Deputy Head Pastoral (Seniors) office. Please see Appendix 2 for more details.

Supportive Mechanisms

Report Cards:

1. Voluntary report Card – pupil's request, to improve performance
2. Form Teacher's report card – Teacher concerns often based on grades, underperformance, organisation, participation, uniform and/or concerns about attendance and punctuality
3. Head of Year, Head of Department 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.

Welfare Plans

If a pupil receives a number of warnings or detentions in the Seniors

- The pupil's Head of Year will be part of a pastoral review of the child usually agreeing how the pupil's parents/carers are to be involved in cases of repeated sanctions
- The pupil's Teacher or Head of Year 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.

We have embedded our RADIO toolkit which wraps up all of the work we want to do around a response to the need for diversity as well as more generally equipping girls and staff with the ability to hold potentially difficult conversations. Learning from mistakes is vital. It is rare but we will escalate sanctions from detentions to suspensions or exclusions for extremely serious offences.

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 removal from lessons, Deputy Head detentions, 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, homophobic or sexist abuse, or any abuse which is discriminatory
- sexual misconduct;
- damage to property;
- setting off the fire alarm;
- persistent disruptive behaviour;
- parental behaviour;

- malicious communications

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with complex needs at a disadvantage compared to children who do not have such complex needs.

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 – Pastoral (Seniors), or Deputy Head of Preps/Pre-Preps and invited into school to discuss the matter. 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.

Internal Suspension

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from lessons should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from their lessons. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

External Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

- In the event that a pupil misbehaves in such a way which the Headteacher believes constitutes a threat to the health and welfare of the wider school community or is detrimental to the learning and educational outcomes of the pupil or of other pupils, the result may be either a temporary or permanent exclusion.
- A pupil may also be suspended from the school by the Headteacher in respect of non-payment of fees.
- All matters relating to suspensions must be carefully documented by the Headteacher.
- In the case of a permanent exclusion, the Chair of Governors must be informed.

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 may 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.

Recording

Sanctions are recorded on Class Charts from Key stage 2 upwards; a behaviour management software system used to award and monitor rewards and sanctions. Serious sanctions are recorded on Class Charts which automatically alerts parents.

Those with senior pastoral responsibilities in the leadership and management regularly check the school's records 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 internal tracking documents such as the 'vulnerable pupil list, Head of Year tracking documents and everything is centralised using MyConcern. In the Preps and Pre-Preps, the class teacher keeps a record of incidents. These may be reviewed as required by either the Deputy Head Pastoral (Seniors) or the Head of Preps/Pre-Preps. Notes may be kept on the school's information management system under the notes function.

All members of SLT with pastoral responsibility keep careful records of incidents of poor behaviour wherever pupils are referred to them.

We also keep a record of any incidents that occur at break or lunchtimes: those on duty at lunchtime contact the relevant Form Teacher/Head of Year/member of SLT with details of any

incidents of poor behaviour. Patterns of low-level challenging behaviour are monitored for possible areas of intervention and early help.

A Serious Sanctions Book (to record exclusions, major detentions and disciplinary meetings) is kept in the Deputy Head Pastoral (Seniors), as well as the Head's office. This records:

- Pupil's name and year group
- The nature and date of offence
- The sanction imposed

A copy of all discipline letters to parents is kept on file in the relevant pupil records and on MyConcern. Any serious incident, 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 Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. At the Safeguarding Committee the DSL records categories of sanctions including those relating to race. The school also records instances where a sanction was not given following reasonable adjustments on the grounds of disability.

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 Suspension and Permanent Exclusions. Neither sanction is used lightly.

The power to award suspensions (internal or external) or permanent exclusions to a pupil can only be exercised by the Head, or Deputy Heads acting on their behalf. If a pupil is suspended or excluded, the parents are informed immediately, giving reasons for the decision. The Chair of Governors is also informed.

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.

Supporting pupils following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents;

- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

St 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

Expectations

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, Amazing Grace
- *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 Reception 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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation 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 SEND 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 of EYFS Behaviour Policy

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 Phase Leader with responsibility for behaviour management issues 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, 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 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.

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 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 Pastoral (Seniors), Head of Preps and Pre-Preps and Heads of Year. The use of rewards and sanctions is regularly discussed at School Council. Their ideas are fed back to the SLT 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.

Appendix 1 - Biting

Biting

Procedure to deal with biting-

When a child either bites another child or a member of staff, the following policy should be implemented in order to deal with the situation effectively.

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 members of SLT or external agencies to support the child and the family with the behaviour.

Recurrent biting -

If a child continues to bite and intervention from all parties is not altering the behaviour, it will be at the discretion of the Head of School to decide if the child should be removed or excluded in order to protect the other pupils.

Appendix 2- Examples of Sanctions in Seniors and Key Stage 2

Sanction	Typically applied in response to:
Warning	<p>Warnings are logged on Class Charts and may be given for a variety of reasons such as:</p> <ul style="list-style-type: none"> • Behavioural misdemeanours such as eating in class, talking in class, running in corridors, lateness, rudeness. • Not completing work or failing to hand in work. • Breaches of uniform etiquette identified by staff including PE Kit • Repeated lateness • Having fizzy drinks/energy drinks in school <p>Three warnings for pastoral issues in any half term will result in a Friday after school detention (supervised by the Pastoral team) for Seniors. For Preps and Per-Preps it will result in 10 minutes during Friday break with the Head of Preps and Pre-Preps. Three warnings for academic issues in any half term will result in an after-school detention issued by either the Head of Department or Faculty Leader.</p> <p>Pupils 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 will be given for: <ul style="list-style-type: none"> ➢ More serious behavioural issues such as, but not limited to, having mobile phone on person or in bag, actual damage to property, sustained disruption to own or others learning and progress. ➢ A pupil found to have her mobile phone on her person (either because it is being misused in school or because it is found during a locker check) will have their phone confiscated on the day of misconduct. The pupil be issued a Friday detention and the pupil will have to hand in their phone to their Head of Year for an agreed number of days following the confiscation. ➢ More serious academic concerns such as, but not limited to, missing important deadlines, plagiarism, cheating, and dissatisfactory performance across subjects. ➢ Detentions in these cases are issued by the Form Teacher and/or Subject Teacher in conjunction with the Head of Year.
Contact with Parents	<p>To communicate concerns to parents the following systems are united 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.

	<ul style="list-style-type: none"> Meeting with parents if concern persists or accelerates in order to discuss the appropriate course of action.
Temporary Suspension (Internal or External)	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.
Permanent Exclusion	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.
Involvement of External Agencies	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.

Persons responsible: Deputy Head Pastoral (Seniors) / Headteacher

Appendix 3 - Uniform

Correct uniform must be worn at all times. The sanctions outlined above will be applied across the Preps and Pre-Preps and Seniors 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 – this includes the appropriate hat in the Preps and Pre-Preps.
- **PE Kit:** This must only be worn for P.E. and sporting activities. Pupils in the Preps and Pre-Preps may wear PE kit for the full day. Pupils in the Seniors 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.
- **Trousers:** these are only school regulation trousers.
- **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 Year 11 and above, hair may be worn down or tied back.
- **In the Preps and Pre-Preps, hair accessories** are only permitted to be blue, green, white or the colour of the pupil's hair, to be discreet and appropriate.
- **No jewellery, make-up or nail polish** may be worn in school by pupils until they reach Priory 6.
- **Earrings:** Small, plain stud earrings (no hoops, large diamond studs or dangly earrings) may be worn by those girls with pierced ears but **MUST** be removed for P.E. Piercings must not be worn on any other part of the face e.g. nose, lips, eyebrow etc.

Policies Drawn On:

St Augustine's Priory Safeguarding Policy (includes Prevent)

St Augustine's Priory Early Years Foundation Stage Policy

St Augustine's Priory Anti-Bullying Policy

St Augustine's Priory Staff Code of Conduct

St Augustine's Priory – Procedures for Teaching in the Preps and Pre-Preps

Documents Referred To:

Statutory Framework for the Early Years Foundation Stage (March 2017) - DfE

Behaviour and Discipline in Schools (2016) – DfE

EYFS 2017

SEND Code 2015 DfE

Approved by:	Board of Governors
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