



**St Augustine of Canterbury
Catholic Primary School**

Behaviour Policy

DATE: March 2025

| Version History | Date | Reason for Amendment |
|-----------------|-----------|----------------------|
| 1.0 | June 2020 | Format Revision |
| 1.1 | Feb 2023 | Update |
| 1.2 | Mar 2025 | Update |

“Created by God to love and learn”

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Document Information

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| Author | Head Teacher <i>M Hilliam</i> | Review Frequency | Every 2 years Subject to local education authority and/or national policy change |
| Date of Ratification | March 2025 | Related Policies | Anti Bullying Policy / Severe Behaviour Policy, Attendance Policy, SEN Policy |
| Review Group | FGB | Ratified at Full Governing Body March 2025 | |
| Review Date | March 2027 | Chair of Governors Signature <i>Stephen Wells</i> | |

BEHAVIOUR POLICY

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

"Created by God to Love and Learn"

1. Introduction

Without a strong commitment to behaviour, effective and successful learning cannot take place and our Mission cannot be fulfilled.

Under the School Standards Framework Act 1998, the Headteacher and the Governing Body are responsible for taking measures to secure good behaviour in line with this policy.

The Headteacher is responsible for putting all general principles into practice and for dealing with individual cases.

This policy should be read in conjunction with the Anti-Bullying Policy, Attendance Policy, SEN Policy and Severe Behaviour Policy.

2. Aims

St. Augustine's School has a strong caring ethos built on its Catholic foundation. These values are promoted by the school and the basis of the moral code in operation. All members of the school community are encouraged to become involved in the promotion of good behaviour.

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

3. Objectives

To encourage pupils, staff and others within the school community to feel they are known, valued and show respect for themselves and others.

- 3.2 To create a safe, secure and caring Christian environment with in which everyone can live and learn without hindrance e.g. following the teachings of the gospel 'love one another'.
- 3.3 To promote self discipline within our pupils, for them to take responsibility and make a full contribution to good behaviour.
- 3.4 To help develop mutual respect for all members of the school community, displaying courtesy and good manners to all.

4. Expectations of Behaviour

We expect all our pupils to follow a general code of conduct within the school as follows...

At St. Augustine of Canterbury we expect pupils to follow the '3 Bs':

- Be ready
- Be respectful
- Be safe

4.1 The school operates a 'Traffic Light' system (see appendix 1) for behaviour and has taken into account parental comments by adding a fourth light – Purple to signify those children who display 'Role Model' tendencies, who will be rewarded when placed on 'Purple'. Sanctions are applied when moved onto Amber or Red after receiving warnings.

5. Staff

At the beginning of each school year, teachers will inform pupils of their expectations in relation to behaviour. This reinforces positive behaviour recognition and consequences of negative behaviour.

Each class has a system of rewards e.g. verbal praise as well as tangible rewards such as the House Points system (see appendix 2), stickers, stars, certificates etc. Pupils will also be sent to the Headteacher with examples of positive behaviour and work to receive an additional sticker.

All members of staff are accorded equal respect and are expected to share equally in the praise and reward system.

When a child demonstrates serious behaviour problems and becomes very disruptive, trained staff may use Positive Handling with the child after all other strategies have been tried. This will only be used to prevent a child when they are:

- Committing a criminal offence.
- At risk of or injuring themselves or others.
- Causing damage to property.
- Engaging in behaviour prejudicial to good order.

Every opportunity should be taken to praise and encourage positive aspects of pupils' behaviour.

6. Involving Parents

Parents/ carers have a duty and responsibility for the behaviour and discipline of their children in and out of school. We believe that parental involvement and interest are important factors in the way their child responds to school.

Parents have a crucial role in establishing good behaviour throughout the school by acting as role models for children while on the school premises.

St. Augustine's encourage parents/ carers to support good attendance and behaviour through parents' meetings, open evenings, newsletters and other school events.

In matters of behaviour and discipline, when a child has had their name moved to Red or a teacher deems it appropriate, parents will be informed. This maintains the partnership focus on home/ school/ parish.

The school recognises the positive support received from parents reinforcing the praise and sanctions given by staff.

7. Involving Pupils

The involvement of pupils can help reinforce school behaviour by contributing their ideas through class discussions and the School Council.

8. Policy into Practice

Setting good habits early to help pupils establish regular attendance, good behaviour from the outset, involving parents in the process.

Early and prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear it will not be tolerated.

Rewarding achievements – positive recognition of individual or class achievements in good behaviour, attendance, attainment, through mentions in assemblies, certificates, awards, prizes, verbal praise or encouragement, written comments in books, visit to other classes or Headteacher for special praise, acknowledgement in school newsletter, and individual class reward system.

Supportive behaviour and discipline management e.g. behaviour management techniques, individual behaviour programmes, can help improve and maintain high standards of behaviour.

Identifying the underlying causes: attention, anxiety, habit, emotional, developmental level, mental health issues, medication, learning or physical disability.

Work in collaboration with others: parents/ carers, teaching and other staff, health professionals e.g. speech therapists, school nurse, educational psychologist, education welfare officers to identify any underlying causes.

9. Sanctions

When sanctions are necessary, they will be appropriate to the pupil's needs and will usually involve the following stages:

- An official warning where pupils move their names on the behaviour chart and a reminder of the school's '3 Bs' Code of Conduct
- A loss of break time (approximately 20 minutes)
- A loss of lunch time (approximately 40 minutes by the time pupils have eaten their lunch with their peers)
- Sending pupils to another class with appropriate resources or materials for work to be completed.

- For serious incidents involving physical violence/ aggression/ persistent non-compliance and/ or defiance, the pupil will be sent to the Headteacher or member of SLT and the Severe Behaviour Policy will be used.
- Parents of pupils who are persistently disruptive during lunch break may be asked to remove their child from the premises during this period, in the best interest and safety of other pupils.

The ultimate sanction is exclusion.

Exclusion of pupil

The Headteacher has the power to exclude a pupil from school either on a fixed term exclusion (up to and including 5 days maximum) or a permanent exclusion (PEX). Exclusions should be used in response to serious breaches of the school's Behaviour Policy as outlined in the Severe Behaviour Policy and only after a range of alternative strategies to resolve the pupil's behaviour and disciplinary problems have been tried and proven to have failed; and where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of other pupils and staff, or the pupil him/ herself. There may however be circumstances where, in the Head teacher's judgement, it is appropriate to exclude a child for a first or 'one off' offence.

In all cases of exclusion, the Headteacher must promptly:

- Follow the agreed procedures for excluding pupils set out by SGLA
- Inform the pupil's parents/ carers of the period of exclusion, or that the exclusion is permanent.
- Advise the parent/ carer that he or she may make representations about the exclusion to the Governing Body; and
- Advise the parent/ carer how his or her representations may be made.
- Advise the Governing body to establish a Review Committee of three or five members (Headteacher may not be a member) to consider the circumstances in which the pupil was excluded.
- Follow any direction from the Governing Body or Discipline Committee to take a pupil back.
- Accept permanently excluded pupil back if directed by an appeal panel.

10. Monitoring and Review

The Governing Body should review the policy every two years. It should be promoted and implemented throughout St. Augustine's School.

APPENDIX 1

Behaviour Guidance regarding Traffic Lights

Purple – ROLE MODEL

Children start on green each day. However, exemplary behaviour throughout the day could move children onto purple where they will earn an extra point that day. They need to be a role model in supporting others and demonstrating excellent learning behaviours. Just sitting quietly and getting on is not enough. They need to be actively engaged, asking questions, answering problems, supporting others - all of the time.

8 Point Plan – Every day starts on Green because Green is GOOD

1. Child receives first warning regarding their behaviour and expected learning behaviours reinforced.
2. Child receives second warning regarding their behaviour and again expected learning behaviours are reinforced.
3. Child is moved on to Amber for a third indiscretion and *may* be sent to a member of staff for explanation. This carries a playtime exclusion. Children should sit quietly and ponder their actions that led to this.

When on Amber... WARNING

4. A fourth warning regarding their behaviour is given.
5. A fifth warning will be issued and reinforced that parents will be spoken to at the end of the day either in person or by phone if they do not change their behaviours.
6. Move to red. They miss an entire lunchtime and parents informed. Member of staff to enter comments using CPOMs.

When on Red... SANCTION

7. If having missed a playtime or part of a playtime for amber and then moved to red, not only will parents be contacted, but lunchtime will be lost also. If this happens in the afternoon, then lunchtime is missed the following day.
8. Each day is a new beginning in the land of 'Green' because 'Green is Good!' However all children must see through the consequences of their actions from the previous day. At the end of each session, the teacher should make a moment in time to reinforce with those children who have moved back from amber or above and commend them.

Playtime indiscretions should be treated differently. You cannot ascribe traffic light conditions inside the classroom regarding issues happening outside. These may have a knock on effect in class and children should be warned about carrying on an issue in class. The playtime matter needs to be dealt with separately.

APPENDIX 2

Merit System

Just a guide...

| | |
|------------------------------------|---|
| House Points | Average |
| 25 Bronze Certificate | Reception |
| 50 Bronze Badge | |
| 75 Silver Certificate | Year 1 |
| 100 Silver Badge | |
| 125 Gold Certificate | Year 2 |
| 200 Gold Badge | Year 3 |
| 300 Platinum Badge 1 | Year 4 |
| 400 Platinum Badge 2 | Year 5 |
| 500 Platinum Badge 3 PREFECT | Year 6 |
| Prefect | <ul style="list-style-type: none"> • Choose when they go in for lunch • Sit on chairs during assemblies • Show adults around school (with adult supervision) |

- This is a rough guide and works in conjunction with the 'role model' on the traffic light system.
- Pupils can earn house points through their attitude, effort, behaviour, work, manners, targets etc.
- House Points should be awarded to pupils who meet set criteria (targets) or raise their work beyond their normal behaviour or work.

Equality Impact Assessment -Groups that may be affected:

| Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes) | Existing or potential adverse impact | Existing or potential for a positive impact x or n.a. |
|---|--------------------------------------|--|
| Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion) | | X |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication) | | X |
| Gender reassignment (transsexual) | | x |
| Marriage and civil partnership | | x |
| Pregnancy and maternity | | x |
| Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers) | | x |
| Religion or belief (practices of worship, religious or cultural observance, including non-belief) | | x |
| Gender (male, female) | | x |
| Sexual orientation (gay, lesbian, bisexual; actual or perceived) | | x |