



**St Augustine of Canterbury
Catholic Primary School**

Behaviour Policy

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“Created by God to love and learn”

Table of Contents

I.	Document Information	2
II.	Introduction	3
III.	Section A: Policy, Aims and Objectives.....	4
	1. Policy	
IV.	Appendix One: Behaviour Guidance regarding Traffic Lights	
V.	Appendix Two: Merit System:	
VI.	Appendix Three: Equality Impact Assessment -Groups that may be affected:	

Document Information

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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. If they are green all week they earn an extra house point.

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. Member of staff to enter comment using CPOMs.

When on Amber... WARNING

4. A fourth warning regarding their behaviour is given reinforcing the fact they can still earn their 'green all week' extra house point by moving back to green.
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. No house point for the week, they miss an entire lunchtime and parents informed. Again, 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)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Covid19 Behaviour Policy Addendum.

This addendum to this policy is for use during the arrangements for education of CYP in school during the Covid-19 re-opening phase. It is to be used in conjunction with, and read alongside the Behaviour Management policy, Anti - Bullying policy, SEND Policy and our Child Protection/Safeguarding policy.

Part of our Covid-19 plans for bringing more pupils back into school is to socially distance pupils where possible and support them if they forget to do this. We will also require a noticeable adherence to certain new structures and routines such as the division of the playground, lunches in classrooms, perhaps being taught by someone other than their teacher and many others.

We acknowledge that it is possible for some behaviours to have changed during lockdown and the transition back into school for some, may be difficult. We acknowledge that school will be a very different place to the environment the pupils knew before the pandemic. We will ensure we support children in this transition process, in partnership with parents/carers. We will proactively use a preventative, supportive approach to support pupils' social, emotional and mental health needs as they transition back into school.

We have asked parents/carers to speak with their child/ren before returning regarding the utmost importance of keeping within the social distancing rules and the hygiene rules. We know that, for some pupils who have special educational needs, that this may be difficult for them to understand and we will be supportive of explaining our new way of working, in partnership with parents/carers.

Behavioural Indicators of Vulnerability

We recognise that the lockdown will have had an impact on CYP in different ways. As CYP transition back into school we will be mindful of any changes in behaviour. This list is not exhaustive but these are behaviours that CYP might present with at school:

- Changes in usual behaviour
- Low mood
- Increase in anxious behaviours
- Increase in physical health problems
- Withdrawal and isolation
- Over compliance
- Increased need for reassurance
- Helplessness
- Increased distractibility
- Increased levels of fatigue
- Lowered self-esteem (perception of self as less competent than before)
- Weaker social skills
- Emotionally more reactive including challenging behaviour involving the police,
- harm to self and others, substance use, destructiveness
- Irregular school attendance

CYP with SEND, learning difficulties and those with Autistic Spectrum Disorders

Children and young people with learning difficulties and autism spectrum disorders will experience many of the same emotions and have similar concerns as their neuro-typical peers regarding the transition back to school. However, children with learning difficulties and particularly those with ASD may experience anxiety at a heightened level due to the changes they have already experienced in their usual routines and further changes which will be necessary as they return to school. Children with learning difficulties may find it harder to understand what is happening and may struggle

to find the language to discuss their concerns. Children with a high level of need are likely to require an individually planned return to school. These children are most likely to have been those with whom school have kept in close contact during school closures. This will be beneficial in schools being aware of how the child has managed during this time and preparation for the return to school can be woven naturally into these 'keep in touch' discussions in coming weeks.

Strategies for Supporting Pupils

We will use a range of supportive approaches for those pupils who are struggling with the changes to the new routines and expectation. **Planning for this will be child centred and discussed with parents/carers, class teacher and SENCO.** These might include:

- Social stories
- Visual prompts/task schedules/pictorial calendars
- Grounding the new in the familiar
- Sensory breaks/quieter environment
- Emotion coaching/mental health support

Further information on how to support vulnerable CYP, including those with SEND, when transitioning back into school, can be found [here](#).

We will avoid negative consequences for behaviour as much as we can, but we need also to balance the safety of everyone in school. We will follow our main behaviour policy for the overwhelming majority of behaviour needs.

If a child is repeatedly not following the rules specifically those that pertain to the safety of themselves or others in regards to Covid19 and our support has not been effective, we will first speak with parents/carers to discuss this and support the CYP, with a planned package of support. If this continues to be unsuccessful, or we have significant concerns, we will carry out a risk assessment, in discussion with the parent/carer.

If this continues to be unsuccessful despite our best endeavours, in agreement with the parent/carer, in consultation with external agencies and for a time limited period only (which will need to be under constant review), it may result in school leaders planning a reduced timetable or phased return with the necessary access to home learning. This must be an absolute last resort and would be where either the child themselves or other pupils are at risk because of the behaviours displayed.

Exclusion

In supporting CYP in transitioning back into school and adjusting to the new approaches in place, we will do all we can to avoid exclusion. Headteachers retain the right to exclude a child, especially where "allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." (DfE guidance 18th May 2020), however we recognise that for some pupils, the trauma of lockdown will have had a significant impact. **We will ensure we have worked with external agencies, parents/carers and received advice and guidance from the High-Risk Group before any decision to exclude a pupil is made.**