



# **St Augustine's Catholic Primary School**

**Be the Best You Can Be**

## **Behaviour Policy**

**September 2021- September 2023**

## St Augustine's Behaviour Policy

This Policy should be read in conjunction with the Equal Opportunities Policy and Procedure (2020) and with Plymouth CAST's Positive Pupil Welfare Policy (2019).

St. Augustine's endeavours to advance equality of opportunity and foster good relations for all.

At St. Augustine's Catholic Primary School, we want to make sure that our children are happy and have maximum opportunity to learn effectively and to live Gospel values. We work alongside parents to encourage our children to develop as fully as possible. We want our children to:

- grow socially
- grow personally
- grow spiritually
- grow academically

### Our Gospel Values

Through their experiences at our school, pupils and adults learn about God's love and gain a real understanding of our school values both within the context of our caring, Catholic-based environment and within the wider world. This policy is under-pinned by our Gospel Values:

**Humility**- seeing life as gift  
**Compassion** - empathy  
**Kindness** - working for a fairer world  
**Forgiveness** - reconciliation  
**Integrity** - do what you say  
**Peace** - committed to peace-making, non-violence  
**Courage** - standing up for the truth  
**Justice** - working for a fairer world

We believe that children can only develop their full potential if they are able to feel happy, safe and secure. We aim to create such an environment within our school by continually and consistently encouraging good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to leave to chance.

This policy sets out:

- our consistent approach to behaviour
- how good behaviour is taught, modelled and encouraged in our school
- how rewards, consequences and support are provided
- playtime and lunchtime expectations
- off-site behaviour
- pupil transition
- physical restraint
- how we liaise with other agencies and professionals
- the monitoring arrangements

### **Our consistent approach to behaviour**

We expect good behaviour in every area of school activity and from every member of the school community. Pupils are regularly reminded of school and class expectations and are helped to recognise examples of good behaviour at all times. All adults are also required to model good behaviour whenever they are on the school site or on school business.

The Senior Leadership Team will model, monitor and support a consistent approach to behaviour in school and will support staff and pupils to 'be the best they can be'. SLT will also monitor the quantity and frequency of red cards issued to build trends and patterns in behaviour both across the school and for individuals. This will then be used to provide further support where needed.

In addition to consistent expectations in behaviour across the school, all members of staff are trained to follow the procedures outlined in this policy.

### **How good behaviour is taught, modelled and encouraged in our school**

Everyone at St Augustine's has agreed to:

- Recognise and highlight good behaviour
- Ensure that all children are praised for behaving well
- Ensure that criticism is constructive
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents know about their children's good behaviour
- Reward individual children and groups of children for behaving well.

We believe that good behaviour should be recognised through rewards such as:

- Positive comments and smiles
- House points, stickers and stamps
- Paste jar whole class rewards
- Taking good work to show others
- Celebrating success (both academic and social or behavioural) in assemblies
- Certificates
- Positive messages to parents
- 'Wow' slips for achievements at home (in Reception Class)

In addition to consistently acknowledging, rewarding and demonstrating good behaviour, we believe in consistently dealing with inappropriate behaviour. Our whole school approach to inappropriate behaviour will be followed consistently by all staff in accordance with the Equality Act 2010. This is outlined in the 'How consequences and support are provided' section of this policy.

At St Augustine's, good behaviour is taught through our PSHE and RE curriculum as well as through modelled behaviour from all staff and positive reinforcement. Through explicitly teaching the Gospel Values and British Values, we ensure that children understand not only what is expected of them but also why.

To support good behaviour, we use the 'Good to be Green' system in all classrooms. In each classroom, the Good to be Green chart is displayed with children aiming to keep their card green. Should a child be given a warning yet continue to show negative behaviour, their card will be

changed to yellow and then should poor behaviour still continue, the cards will be changed to red. In extreme situations, cards may be changed to red before the warning and yellow card are issued.

To further encourage positive behaviour and good conduct, each class has a pasta jar reward system. Each class will democratically vote to choose a **whole class** treat that they then work towards. When the whole class show positive behaviours and attitudes towards learning, staff put pasta into the jar. Then when the jar is full, the class have their reward. No individual or class weekly prizes or rewards are given.

Furthermore we have a whole school reward system with our School Houses. Upon entry to the school, every child is allocated a House that they belong to (Red, Yellow, Green or Blue). Over the course of a week, children are awarded house points for their work and attitude both in the classroom and around the school. During Friday Celebration Assembly all classes' house points are collected and shared. Then at the end of each term, the winning house has a party with the Head Teacher to celebrate their success.

### **Consequences for poor behaviour and support are provided**

Our whole school approach to inappropriate behaviour will be followed consistently by all staff in accordance with the Equality Act 2010. We use a 'Good to be Green' system across the whole school. When unacceptable behaviour is encountered, the following actions should be taken in this order: -

**1st Consequence:** Verbal warning, reminder of instruction

**2nd Consequence:** The child is reminded of instruction, may be moved away from the group and is given a yellow card.

**3rd Consequence:** The child is given a red card and will spend time in another room immediately to reflect on their behaviour supported by their class TA, a reflection task will be completed. The child will be given the reflection sheet to talk through with the Headteacher what they would do differently next time (See Appendix A).

When the child has reflected and ready to return to their classroom they will and the yellow/red card will be reset. KS2 children will also miss their play or lunch as a consequence and stood with an adult.

If a red card has been given:

- A letter to parents will be sent home the same day, with a parent response section to be completed and returned the next day. (See Appendix B)
- Parents must be informed verbally at the end of the day about what happened – verbally or by telephone.
- The incident will be reported to SLT via CPOMs, with the subject: Red Card.

**4th Consequence:** If a child receives 2 or more red cards within a week or 6 over a half term period, the Teacher will arrange for the child to be placed on a Behaviour Support Plan (See Appendix C) The Teacher will arrange a meeting with the child and parents to discuss failure to comply with our school behaviour policy. This Support Plan will be reviewed each week, if a child has met their targets. (If a child is put onto a Behaviour Plan, this must be logged on CPOMs).

The Behaviour Support Plan will clearly highlight up to three key targets for the child to work towards improving their behaviour. Throughout the school day the plan will be coloured by a member of staff for each session using pink (good behaviour) or green (poor behaviour).

The Behaviour Support Plan will be sent home each night to inform parents of their child's behaviour. Parents can add a comment if they wish to. The expectation is that the plan is returned to school daily, if this does not happen then the teacher will call home. If this occurs more than once then a member of the Senior Leadership Team will make contact with the parents.

After the child has been on a Behaviour Plan for a week, a review meeting will be arranged with the teacher and parents to discuss the successes and any further next steps if required.

A copy of the Behaviour Plan and Review will be kept as a record in school – in the Class Teacher's Behaviour file and a copy will be sent home after review.

A support plan will stay in place for a half term and will be reviewed at the end by the parents, Teacher and the Head Teacher.

If a child's behaviour is a cause of great concern the above steps could be bypassed. At any stage we may feel it necessary to contact parents and ask them to meet with us if we feel that we need to discuss a child's inappropriate behaviour.

Governors will receive a termly report indicating the number of children who have repeatedly had red cards and be put onto Behaviour Support Plans.

### **Peer on Peer Abuse**

The forms of peer-on-peer abuse are outlined below.

- Domestic abuse
- Child Sexual Exploitation
- Harmful Sexual Behaviour
- Upskirting
- Serious Youth Violence<sup>16</sup>

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

St Augustine's Catholic Primary School aims to reduce the likelihood of peer-on-peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE/R(S)E and wider curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent, responsibility, respect and dignity, and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;

At St Augustine's Catholic Primary School we recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. Staff must remain vigilant at all times to signs of peer-on-peer abuse.

At St Augustine's Catholic Primary School we have a zero tolerance approach to abuse, and it must never be passed off as banter. We recognise that it is more likely that girls will be victims and boys perpetrators, but that all peer-on-peer abuse is unacceptable and taken seriously.

Staff are trained to recognise the different forms that peer-on-peer abuse may take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.

Any concerns, disclosures or allegations of peer-on-peer abuse in any form should be referred to the DSL. Where a concern regarding peer-on-peer abuse has been disclosed to the DSL(s), advice and guidance may be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the police will be contacted.

(Please also see the Safeguarding Policy.)

### **Exclusions**

We feel that the importance of good behaviour cannot be over-estimated. Children, parents and staff at St. Augustine's all enjoy our happy community and wish to maintain this through the help of all involved.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. The investigation may be carried out by the Head Teacher or by a person delegated by the Head Teacher.

### **Reasons for exclusion**

- Serious breach of the school's rules or policies.
- Cases of serious verbal or physical aggression
- Complete refusal to obey staff
- Risk of harm to the education or welfare of the pupil or others in the school.
- Breakdown of the relationship between the school and parents.
- Any exclusion will be at the recommendation of the Head Teacher.

### **Fixed term exclusion**

A fixed term exclusion should be for the shortest time necessary; evidence suggests that one to three days is usually enough to secure benefits without adverse educational consequences.

### **Persistent or cumulative problems**

Exclusion for a period of time from half a day to five days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- discussion with the pupil
- mentoring

- behaviour book
- discussions with parents
- target setting
- checking on any possible provocation
- mediation
- counselling
- internal exclusion
- involvement of external agencies
- completion of a CAF.

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant.

### **Single incident**

Fixed term exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head Teacher will initiate the investigation of the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give their version of events and a check will be made as to whether the incident may have been provoked, for example by bullying or racial harassment. The Head Teacher will inform the Chair of Governors. In certain circumstances, a fixed term exclusion may become permanent after full investigation.

### **Permanent exclusion**

A permanent exclusion is a very serious decision and the Head Teacher will consult the Chair of Governors as soon as possible. As with a fixed term exclusion, it will follow a range of behaviour management strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff
- possession or use of an illegal drug on school premises
- carrying or use of an offensive weapon
- persistent bullying
- persistent racial harassment.

If the Headteacher decides to exclude a pupil (fixed term or permanent exclusion), they will:

- communicate with the Chair of Governors
- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or fixed term exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- provide the parent with the Exclusions Parent Booklet
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked. Parents will be asked to sign on receipt.
- plan how to address the pupil's needs on their return
- plan a meeting with parents and pupil on their return

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

### **Playtimes and Lunchtimes**

Playtimes and lunchtimes are closely monitored by teachers, teaching assistants and members of the Midday Supervisors team who all follow the school behaviour policy.

A house points system is in place to communicate positive and negative behaviours to class teachers. Behaviour at playtimes and lunchtimes is expected to support an ethos where:

- The pupils have an active and enjoyable lunchtime where they feel safe and are well cared for.
- Incidents reported by the pupils are listened to and acted on.
- The pupils are free to play in an environment that challenges poor behaviour and where any form of bullying or victimisation is unacceptable.

### **Off-site behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Putting themselves or others at risk.
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **How we liaise with other agencies and professionals**

St Augustine's approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational



psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the head teacher and full governing body every year. At each review, the policy will be approved by the Head Teacher. The written statement of behaviour principles will be reviewed and approved by the full governing body every two years.

## Key Stage 1 Reflection on Red Card



### My Reflection

My Name:		Date:	
<b>Which Gospel Value/s didn't I follow?</b> <ul style="list-style-type: none"> <li>o Humility- seeing life as gift</li> <li>o Compassion - empathy</li> <li>o Kindness - working for a fairer world</li> <li>o Forgiveness - reconciliation</li> <li>o Integrity - do what you say</li> <li>o Peace - committed to peace-making, non-violence</li> <li>o Courage - standing up for the truth</li> <li>o Justice - working for a fairer world</li> </ul>		<b>Draw a picture and label what happened...</b>	
<b>I felt like....</b> <p>Circle which character you felt like</p>	<b>I made others feel....</b> <p>Circle which character you felt like</p>	<b>Draw a picture to show what you will do differently next time?</b>	
<b>Signed by member of staff:</b> <small>Copy to be sent home with child and a copy kept in the Class Teacher's Behaviour folder.</small>			

## Key Stage 2 Reflection on Red Card



### My Reflection

My Name:		Date:	
<b>Which Gospel Value/s didn't I follow?</b> <ul style="list-style-type: none"> <li>o Humility- seeing life as gift</li> <li>o Compassion - empathy</li> <li>o Kindness - working for a fairer world</li> <li>o Forgiveness - reconciliation</li> <li>o Integrity - do what you say</li> <li>o Peace - committed to peace-making, non-violence</li> <li>o Courage - standing up for the truth</li> <li>o Justice - working for a fairer world</li> <li>o</li> </ul>		<b>Description of my poor behaviour:</b>	
<b>How did the other person/people feel?</b>	<b>How did I feel during the incident and how do I feel now?</b>	<b>What will I do differently next time?</b>	
<b>Signed by member of staff:</b> <small>Copy to be sent home with child and a copy kept in the Class Teacher's Behaviour folder.</small>			

## Appendix B – Parent Letter

**St. Augustine's  
Catholic Primary School**

Hardy Avenue  
Weymouth DT4 0RH

Tel: 01305 742600

Fax: 01305 742032

E-mail: [office@staugustines.dorset.sch.uk](mailto:office@staugustines.dorset.sch.uk)

Headteacher: Mrs Emma Berry

Date: **Enter Date**

Dear parents of **...**

Following our 'Good to be Green' behaviour policy, I am sorry to inform you that your child has been warned, but has sadly continued to behave in an unacceptable manner. Unfortunately, your child has received a 'red card' consequence for the following reasons:

Your child has also been given the time to discuss their behaviour and reflect upon today's incident with a member of staff. During their reflection, they felt that:

I hope that your child's behaviour improves as if they receive another red card this week, arrangements for them to be placed on a Behaviour Support Plan will need to be made.

Please ensure that you confirm receipt of this letter by signing, dating and returning the slip below. Thank you for your support.

Yours sincerely,

**Teachers Name**

**Year Teacher**

I confirm that I have received the letter about ... receiving a red card and reflecting on their behaviour.

Signed .....  
(Parent/Guardian)

Date .....

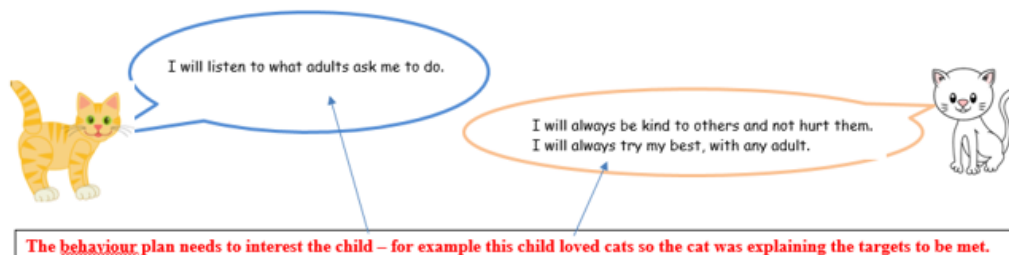
## EYFS and KS1 Behaviour Support Plan example

EYFS and KS1 Child's Behaviour Plan Date:

	8.40 9.00	9.00-9.30	9.30-10.30	Break time	10.45-11.00	11.00-12	LUNCH TIME	1.00-1.30	1.30-2.30	2.30-3.15	Parental Comments
M o n											
T u e s											
W e d											
T h u											
F r i											

Teacher will add in their class timetable. Depending on the child they may need 20-minute slots rather than the full session – if advice needed please ask Inclusion Manager.

Each session will then be colour coded pink/green.



EYFS and KS1 Child's Behaviour Plan Date:

Date of Review:
Who attended the review:
What impact has the Behaviour Plan had?
Any further support?
Signed (child)
Signed (class teacher)
Signed (parent)

## KS2 Behaviour Support Plan example



## KS2 Child's Behaviour Plan

Date Behaviour Plan Written:

What are the specific <b>behaviours</b> causing concern?											
What are my targets to improve my behavior? 1. 2. 3.											
What will my parents, teacher and I do to ensure I meet these targets?											
	8.40 9.00	9.00-9.30	9.30-10.30	Break time	10.45-11.00	11.00-12	LUNCH TIME	1.00-1.30	1.30-2.30	2.30-3.15	Parental Comments
M o n											
T u e s											
W e d											
T h u											
F r i											

Teacher will add in their class timetable and timings of the day. Depending on the child they may need shorter time periods rather than the full session – if advice needed please ask Inclusion Manager.

Each session will then be colour coded pink/green.

Date of Review:
Who attended the review:
What impact has the Behaviour Plan had?
Any further support?
Signed (child)
Signed (class teacher)
Signed (parent)