



"Hand in hand, united in friendship and happiness; we listen to God's call, we learn from God's word and we share in God's love"

Policy 3IPC – Behaviour Policy

Approved July 2017
Reviewed: September 2018

Head Teachers signature:

Governor's signature:

Date	Amendment	Signed

St. Augustine's Catholic Primary School

Behaviour Policy

At St. Augustine's school we believe that every person is made in the image of God. Therefore every person is of infinite value.

This policy stems from Catholic teaching in the light of the Gospel. Staff will base discipline on forgiveness, encouraging the attitude "I can change" and beginning every day as a "new day".

Aims

1. To enable the children to be members of a school community rooted in the teaching of the Gospel.
2. To recognise the necessity for respect, honesty, fairness, courtesy and forgiveness.
3. To develop in pupils a sense of self-discipline and an appropriate degree of responsibility for their own actions.
4. To enable children to know and understand the boundaries of acceptable behaviour and the consequences which follow if these boundaries are breached.
5. To enable the children to be safe and happy.
6. To encourage the children to develop a responsible and independent attitude towards learning.

Expectations of Staff

All staff and visitors to the school should act as good role models both in their dealings with pupils and with each other, as their example has an important influence on the children.

All staff:-

- Will emphasise the positive.
- Will deal with all incidents in a calm manner.
- Must know and value the children as individuals.
- Will maintain positive relationships.
- Will listen to pupils
- Will deal with all incidents fairly so that all pupils can give their view

Expectations of pupils

We have an agreed set of rules that all children are expected to adhere to from Reception through to Y6 and they are:

- Be respectful
- Be kind
- Be honest
- Be safe
- Be all we can be!

These rules should be displayed in every classroom and shared area.

Traffic Light System



In all classrooms there is a set of traffic lights on display. All pupils start the day on the green traffic light. If they adhere to the agreed rules, they stay on green. If children stay on green all week, they will be rewarded with an extra playtime on the Friday. If children stay on green for a whole half term, a letter of recognition will be sent home to their parents.

Sanctions

Whilst good behaviour is an expectation of all children at all times, we know that there will be occasions when children fall short of these expectations. The ways in which children fall short can look very different. We have identified three stages of behaviour that does not meet these expectations.

Stage 1 behaviours Verbal warning

1. Deliberately not getting on with work
2. Disrupting other children from working, or the teacher from teaching by chatting or calling out
3. Not being in the right place at the right time e.g. getting out of their seat during lesson time or not going out to the playground promptly at playtimes.

Stage 2 behaviours moved to amber traffic light – 2nd warning

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1. A repeat of stage one behaviours after a verbal warning has been given.

Children who get moved to yellow stay there for the rest of the day unless they are moved to red. This should be recorded on the class sheet.



Stage 3 behaviours moved to red traffic light - consequence

1. Persistent stage 1 behaviours i.e. several times a day.
2. Anything physical
3. Rudeness or bad manners to any member of staff.

Children who move to red miss a part of their playtime (5 minutes in KS1 and 10 minutes in KS2) This should be recorded on the class sheet.

Any child who is moved to the red traffic light 5 times during a half term will be brought to the attention of the relevant phase leader.

Any child who is moved to the red traffic light 10 times during a half term will be brought to the attention of the Headteacher or Deputy Head.

Behaviours that bypass the traffic light system

- Defiance
- Verbal and physical abuse (including name-calling and swearing).
- Bullying (see anti-bullying policy).
- Threatening language, physical intimidation.

If children behave in these ways, they will be brought to the attention of the Headteacher or Deputy Head. This behaviour will be recorded on a behaviour log. When a child has had their behaviour recorded in this way, it can result in a letter being sent home to their parents/carers. If a second letter has to be sent home the parents will be invited to a meeting with the Headteacher to discuss their child's behaviour.

Behaviour outside school

Certain behaviour, even if not on school premises, can result in action being taken by the school. Examples of this would be: the use of social media to intimidate or bully pupils in school or damaging property in the school area whilst travelling to or from school. If the school is made aware of such behaviour it will take appropriate action. Parents will always be informed of such behaviour and if the behaviour warrants it, the police may be involved.

Exclusions

There may be times, decided on by the Headteacher or Deputy Head, where an internal exclusion is applied. Repeated poor behaviour that has been through all previous stages can then result in a fixed term exclusion. There are, on rare occasions, behaviours that are so unacceptable an immediate exclusion would be warranted. This can only be decided by the Headteacher.

If a child's behaviour has been poor but does not yet warrant an exclusion, other sanctions may be applied. This may include not going on trips or not being allowed to represent the school in sporting fixtures. These decisions will be made by a senior member of staff and based on the premise that allowing the child to attend could bring the reputation of the school into disrepute.

Rewards and Recognition

Extra Play

All pupils who stay on green all week, will be rewarded with an extra playtime on a Friday.

Postcard Home

If a child has stayed off red for a whole half term, this will result in a praise postcard home as recognition of continued good behaviour.

School House System

The children are divided into four houses named after the Patron Saints of England, Ireland, Scotland and Wales. Points are allocated, in multiples of 5, by all members of staff for being a good role model in work, play and attitude around the school. Points can also be awarded to children for being good ambassadors of the school at public events. Points are collated and celebrated at assembly. The points will be shared with parents via the weekly newsletter. The house with the most points at the end of each term are declared the winners. The reward is to choose a treat for an afternoon. The House with the highest total at the end of the year wins the 'House Cup'.

Sparkler of the Week

At the beginning of each week, a child from each class in YR – Y3 will be chosen to be the 'Sparkler of the Week'. Throughout the week staff and other pupils will note the positives in both attitude and work. These notes will be collated in a card that will be presented in the Friday achievement assembly and sent home. The names of the sparklers will be included in the weekly newsletter.

Emotional and Behavioural Difficulties and Special Needs

There are some children in school who have specific needs that may affect their behaviour. For such children the behaviour policy structure may not work. Specific arrangements are often put in place to manage the behaviour of these children. This is decided on an individual basis with the Parents and the Leadership Team.

Working In Partnership with Parents

All parents are asked to sign our Home/ School agreement.

Early intervention—working with parents towards improving aspects of behaviour is helpful in building relationships with a family so that the parents/carers do not feel that the school contacts them only when the child is in trouble.

The Headteacher should be informed if parents need to be contacted by telephone.

Discussions regarding children's behaviour should not take place on the playground or in earshot of others.

After discussions with the Headteacher and Inclusion Leader, parents may be involved in record cards, books, use of rewards etc.

Professional Development

Regular INSET will be planned based on monitoring and evaluation of policy and practice.

Team Teach

Most members of staff have attended an accredited positive handling training course (BILD). They have been trained to use holistic de-escalation approaches and safe physical techniques in order to promote socially acceptable behaviours.