



St. Augustine's Catholic Primary School

School Behaviour Policy

"All that happens in the Catholic School, the curriculum, the relationships, the priorities, the aims, the objectives, the pastoral care and discipline, has the potential to speak of God's life."¹

The purpose of this policy is to give a clear code of conduct to establish the principle that every child has the right to learn but no child has the right to disrupt the learning of others. It has been put together after discussion with all members of the community so that each one may understand and apply it consistently and fairly. It reflects the principles of our Mission Statement.

Our Mission Statement "Growing Together"

God is the heart of our school

Respect ourselves, each other and the environment

Open our hearts and minds

Worship and wonder

Inspire each other

Nurture the best a person can be

Grow and learn together

Aims

Our school aims to provide a happy, safe and inclusive environment for all those who work in or visit it. We believe it is important to

- Foster positive caring and responsible attitudes to one another, promoting good citizenship and responding to each other with politeness and respect;
- Acknowledge that each and every person in the community regardless of sex, race, or disability, has a personal part to play and that each person's talents will be valued and celebrated;
- Foster trusting relationships, cooperation and team work, supporting and encouraging each other and promoting a sense of community;
- Expect everyone to learn and to allow others to learn to the best of their ability;
- Encourage and praise good relationships, behaviour and work;
- Promote self-discipline by using a range of behaviour management techniques and strategies to develop social, emotional and behavioural skills;
- Care for, and take pride in, our environment, buildings and equipment;

Golden Rules

Do be gentle	Do not hurt anyone
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

Rewards

We believe that emphasising and rewarding good behaviour in school encourages children to act in a positive way. At St. Augustine's, staff recognise, celebrate and reward good behaviour, service, attitude and achievement in a number of ways:-

- Praise;
- Mention at Class, Phase, Key-Stage or Celebration Assembly;
- Congratulatory visits made to Phase Leader, Deputy Headteacher or Headteacher;
- 'Rewards' given by any adult in school– stickers given for, eg good work, extra effort, improvement, kindness – accumulate to earn certificates ...
 - 25 (bronze) awarded by class teachers in Phase Assemblies,
 - 50 (silver) awarded by Headteacher in Celebration Assembly,
 - 75 (gold) awarded by Chair of Governors and
 - 100 (platinum) awarded by Parish Priest, both at appropriate occasions
- Visual record of rewards is displayed to the school, eg tree with children's names on leaves when they receive their certificates displayed in hall;
- Prizes may be given at the class teacher's discretion;
- Classes earn time towards Golden Time in an individual way as chosen by the class teacher in discussion with the class; time can be taken at any time which is meaningful and valued by the class;
- Headteacher's Award presented at Celebration Assembly on recommendations by class teacher;
- Mid-day-supervisors award their own stickers and choose a weekly 'top table' with tablecloth and special cups.

Children are encouraged to evaluate and praise their peers.

Sanctions

"No school however positive or imaginative can eliminate disciplinary difficulties entirely." 2

Where children do not conform to the agreed rules, the following sanctions will be applied in order, as appropriate:-

Within the Classroom

- Teachers use a variety of strategies, eg meaningful stare, quiet remonstrance, to ensure a productive working atmosphere in the classroom and to avoid disruption in learning and teaching;
- In the first instance of non-compliance, ie, a child who does not comply with clear instructions and expectations for behaviour and learning which are given in a lesson, a verbal warning that their Good to be Green Card will be lost is given;
- For persistent or more serious incidents, the child's Good to be Green Card will be moved to expose the yellow warning card;
- If the unwanted behaviour continues, the child moves the yellow warning card to expose a red consequence card and receives a time-out of 5 minutes (loss of free-time at next playtime);
- If the child still does not respond, the red consequence card is taken from the chart and placed in front of the child;
- Parents will be contacted to inform them of the non-compliance of their child and invited to discuss strategies to improve and sustain positive behaviour. Teachers will complete a Record of Parents' Meeting sheet;
- At this point, or previously at the teacher's discretion, a child may be asked to move to a different part of the class or outside the class for a specified time (no longer than 5 minutes) to diffuse a situation;

- A child can expect to start each session with a 'clean sheet' with their Good to Be Green Card replaced;
- If child receives more than one red card in a week, they will serve their subsequent time-out with a senior member of staff;
- A child whose persistent non-compliance continues after the red card has been placed in front of him/her and whose behaviour is affecting the learning and teaching in the class can expect to be escorted from the classroom by another adult (alerted by a red card) to an appropriate phase leader where he/she will be directed to review his/her behaviour. A serious one-off incident that occurs without yellow or red cards having been given may also result in the child being sent to another class. The Headteacher may be involved at the discretion of the staff;
- Parents are informed about the incident to ensure their cooperation and partnership and to discuss how the school will be supporting their child, eg a programme to improve the child's anger-management or to build self-esteem, a record sheet to monitor good behaviour and compliance throughout the day. An action plan with a date for evaluation and review is set;
- If a problem persists it may be necessary to involve the support and guidance of outside agencies, eg. Educational Psychologist, Behaviour Support Service;
- Exclusion – an official procedure for extreme cases to remove a child from school to stay at home with parents to review the situation. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

In the Playground or Dining Hall

- A verbal warning;
- A five minute time-out;
- Referral to a class teacher or senior member of staff as appropriate.

Acts of racial or sexual discrimination or discrimination on the grounds of disability are dealt with in accordance with relevant policies by the Headteacher or the Deputy Headteacher in his/her absence (incident logged, discussion with child and parent).

Opportunities for children to discuss appropriate behaviour: conversation with a teacher or trained peer playground leader, discussion in RE lessons, PHSE, circle time, discussion of Golden Rules, agreed class contract.

Review

The senior management team in consultation with the whole school community will continually monitor behaviour throughout the school. The policy will be reviewed at least annually but agreed changes will be incorporated earlier if necessary.

1 Evaluating the Distinctive nature of the Catholic School
2 DfES: "Good Behaviour and Discipline"

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Record of Parents' Meeting

Date

Reason for Meeting

Action points

Review date

Review and next steps