

St Augustine's Catholic Primary School

WHOLE SCHOOL BEHAVIOUR POLICY

Agreed by Governors: February 2025

To be reviewed: February 2026

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

This policy is compliant with Section 89 Education and Inspections Act 2006.

Our policy supports the fact that children have the right to learn and teachers must be enabled to teach them.

This school believes that all pupils can behave if they choose to do so, with the exception of a few specific problems.

Success brings with it plentiful praise and positive reinforcement.

At St Augustine's, we strive to inculcate into our children a sense of responsibility and an awareness of the importance of care and consideration for others in an atmosphere of mutual respect, in which all members of our school community will play a part both by example and by participation.

The support and co-operation of all members of the school community are vital to the success of our whole-school approach.

EVERYONE CAN HELP US BY:

- ✦ supporting the disciplinary aims of our school
- ✦ talking to the teachers
- ✦ raising questions where appropriate
- ✦ making an appointment to discuss the issue of concern
- ✦ listening to each other's point of view

MAIN RULE FOR EVERYONE

BE KIND

OTHER RULES

These are written up and displayed in all classrooms.

1. Keep your hands, feet and other objects to yourself.
2. Do as you are told the first time.
3. Work, talk and move about the school quietly.
4. Finish your work in the given time.
5. Treat everyone with respect and call them by their given name.
6. Put up your hand if you want attention.

What do these mean?

1. Hitting, kicking or using objects to hurt another person will not be tolerated.
2. Pay attention to the grown-ups speaking so that they do not have to repeat themselves.
3. This helps to create a quiet working atmosphere in school. Noise disrupts lessons and noisy movements can lead to accidents.
4. This means children will be given work which they are capable of completing in the time available.
5. Be courteous and well-mannered with everyone. Use people's names when speaking. Do not use name-calling, racial abuse or teasing - these all hurt people's feelings.
6. Show politeness in class and around school and avoid calling out.

LISTENING RULES

1. keep still
2. sit quietly
3. look at the person who is speaking
4. remember what the speaker has said



LISTEN AND BE WISE!

IF CHILDREN CHOOSE NOT TO FOLLOW THE RULES, THE FOLLOWING CONSEQUENCES ARE APPLIED:

1. the child has a clear warning about their behaviour being unacceptable
IF BEHAVIOUR DOES NOT IMPROVE
2. the child misses five minutes of their next play, supervised by their class teacher
IF BEHAVIOUR DOES NOT IMPROVE
3. the child has time out in another classroom (no longer than 30 minutes) continuing the task set if this is possible and is reported to the Key Stage Co-ordinator who will note the child's name and class
IF BEHAVIOUR DOES NOT IMPROVE
4. the class teacher will contact parents to inform them of the situation and seek an improvement
IF BEHAVIOUR DOES NOT IMPROVE
5. the child is taken to the Headteacher or Deputy Headteacher who will contact the parents and invite them into school

A SEVERE CLAUSE

If a child:

WILFULLY inflicts physical harm on another child

WILFULLY destroys property

REFUSES to do as he/she is told

DOES anything which prevents the class from functioning

a member of staff will send the SOS card to the HT or DHT requesting assistance.

TEACHERS WILL ENDEAVOUR TO:

- ✦ uphold the right of every child to benefit from the whole curriculum - avoid denying curriculum activities as a consequence for poor behaviour
- ✦ apply these rules fairly and consistently
- ✦ praise positive behaviour and achievement
- ✦ impose consequences automatically when children break the rules
- ✦ demonstrate the school ethos of love and care at all times
- ✦ use agreed strategies in class and around school to moderate children's behaviour
- ✦ encourage and celebrate with the children in their house on a regular basis

THE TEACHER'S ROLE

Teachers will communicate clearly and fairly what is needed to the pupils in their care.

Everyone will use names when speaking.

Everyone will give eye contact.

Teachers must take a clear leadership role in the classroom, for example:

- ✦ be authoritative in a positive way
- ✦ expect to receive respect, silence and attention
- ✦ be assertive
- ✦ wait until everyone is listening before speaking to the class
- ✦ demand courtesy and respect for all
- ✦ never accept less than the capability of an individual
- ✦ have high expectations
- ✦ identify with the class
- ✦ respond appropriately to the good and bad news of class members

Children will:

- ✦ stop work and pay attention when spoken to
- ✦ care for resources and property
- ✦ respect and follow class routines, school systems and school rules
- ✦ wear school uniform
- ✦ be responsible for personal property
- ✦ come properly equipped for lessons eg Physical Education

WHEN CHILDREN CHOOSE TO FOLLOW THE SCHOOL RULES:

- ✦ seek to give positive verbal praise
- ✦ leave rewards in place once they are given
- ✦ encourage continued application of the rules
- ✦ celebrate the positive outcomes achieved

Individually, children will be rewarded for good work and behaviour by:

- ✦ being awarded Busy Bee rewards in Nursery, Reception and for the first term in Y1
- ✦ being given house points (maximum of three) for good work/conduct/helpfulness
- ✦ being awarded stickers and positive comments at the discretion of individual members of staff
- ✦ being acknowledged in whole-school assemblies
- ✦ receiving acknowledgement within individual classes according to agreed class strategies eg magic box, dojos, ticks, wide award

Children will be recommended to the Headteacher at the end of a term (normally a maximum of three per class) for displaying exceptional commitment to the school ethos.

THE HEADTEACHER'S ROLE

The Headteacher will:

- ✦ give liberal praise
- ✦ give rewards to children who submit good work or are sent for praise in respect of good behaviour
- ✦ award special acknowledgements at the end of each term to individuals in each class (usually a maximum of three pupils) for consistently high standards of behaviour

To reinforce consequences of poor behaviour the Headteacher will:

1. give a verbal warning and record the child's name
IF BEHAVIOUR DOES NOT IMPROVE
2. make an appointment to see parents
IF BEHAVIOUR DOES NOT IMPROVE
3. devise a programme between home and school and, where appropriate, involve outside agencies
IF BEHAVIOUR DOES NOT IMPROVE
4. suspend/exclude a child from school in accordance with legal requirements

PLAYTIMES AND DINNERTIMES

Teachers on duty and lunchtime supervisors use the same school rules as are applied in the classroom. Class teachers will have an SOS card which should be sent to a senior teacher during playtime if help is needed for any reason.

Children are expected to display the same respect towards lunchtime supervisors as they show to their teachers and all other adults around school.

To reinforce the rules, the supervisors will:

- ✦ award stickers for good behaviour
- ✦ award house points in accordance with school policy
- ✦ praise the positive at all times - avoid highlighting the negative
- ✦ Supervisors will record unsatisfactory incidents in a personal notebook and will liaise with the Senior Supervisor. Books will be given to the class teacher if necessary who will then alert the BECO if necessary of any identified children.
- ✦ Children who choose not to follow the rules will be treated as follows:
 1. verbal warning
 2. time out (stand in the playground for five minutes)
 3. sent to the senior supervisor
 4. referred to Phase Leader or taken to see the HT or DHT
 5. parents are then involved by the Headteacher

Persistent disregard of the rules at lunchtimes may result in the Headteacher asking the parents of the child concerned to remove the child from school during the lunch hour.

If a serious or continuous breach of the rules occurs, the senior supervisor will record the matter and report to the BECO.

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Nursery Behaviour Policy

Rationale

As far as possible, the Behaviour Policy within Nursery will reflect that of the whole school policy. We work towards the rules, rewards and sanctions that are in place. In Nursery, the aim is to provide a secure, happy and stimulating environment where children are encouraged to achieve their potential in all areas of development.

Rules

In order to achieve this, it is necessary to enforce the following rules:

1. Keep hands and feet to yourself - be kind to each other.
2. Use equipment in an appropriate manner - look after our toys.
3. Treat everyone with respect and consideration - be friends with everyone.

Rewards

- ☺ It is considered that children of Nursery age will work well and respond to verbal and visual praise from caring adults. It is therefore the policy in Nursery to reward appropriate behaviour with verbal praise and eye contact.
- ☺ Good work and effort will be shared with another member of staff or the Headteacher who will respond with verbal praise and stickers.
- ☺ Praise will be given with groups for individual good work/good behaviour.
- ☺ Children will be awarded stars for good work, appropriate behaviour and trying hard. These will be displayed in each group area on special Star Charts.

Sanctions

If a child chooses not to follow the rules that have been defined, the following sanctions will apply:

1. verbal warning stating clearly which area of behaviour is inappropriate
2. children will be removed from the situation and directed towards another activity
3. child will be set aside from the group for a short time - outdoors, to sit on the bench for a short time or hold the hand of the member of staff on duty
4. child to be sent to the teacher in charge and receive a verbal warning
5. parent informed verbally
6. child to see the Headteacher who will give a verbal warning
7. parent again informed
8. child excluded from nursery for up to two days

It is necessary to stress that in all of these situations, the child must clearly understand what the behaviour was that was considered inappropriate. In the case of behaviour being severely inappropriate, sanctions would begin at number three. The following are examples of situations where this could happen:

- wilfully inflict harm on another child
- wilfully destroy property
- wilfully use abusive or violent language

If a child consistently reaches sanction three on three consecutive days, he/she will then commence at sanction four until behaviour improves. In most cases, each session is a fresh start. Sanctions will not be carried over.

Outdoor play and Lunchtimes

During outdoor sessions and lunchtimes, the same rules, rewards and sanctions will apply. Lunchtime supervisors will inform the teacher in charge of any problems.

Summary

The ultimate rationale is the reinforcement of our Christian ethos. By loving, caring and co-operating, we create a special atmosphere of trust and stability. All parents, governors and members of staff are partners in bringing to the children a sense of the true love of God. It is essential that the children are aware of their responsibilities to each other, to their families, to their school and to God. A structured policy will create an atmosphere leading to fun learning and providing a secure and clear path at the beginning of the journey through life.