



# ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR POLICY 2019

### General Principles

At St Augustine's Catholic Primary School we have high expectations of pupil behaviour. We believe that good behaviour is fundamental to a happy and successful school. The promotion of good behaviour is of the highest importance. All staff are responsible at all times for the behaviour of children within sight or sound of them, and implement the policy consistently.

Children also need to be responsible for their own behaviour. As children develop, so their sense of responsibility increases. An important role of primary education is to develop a sense of responsibility and to begin to develop a good understanding of what is right and wrong.

Our School life is based on the Gospel values of faith, hope, love and forgiveness. We respect each person as precious and equal in God's eyes and nurture tolerance and understanding of each other. Our values underpin all that happens in the School and provide the basis of our Mission Statement.

### How do we do this?

- We value all pupils and we treat all pupils and adults with respect.
- We promote a positive atmosphere in the whole school.
- We have consistent high expectations.
- We tell children what is expected of them.
- We reinforce good behaviour with praise.
- We will investigate thoroughly and apply sanctions consistently and fairly.
- We identify children who find some aspects of behaviour difficult and offer support.
- We talk about how their behaviour has been unacceptable.
- We involve parents if behaviour gives cause for continued concern.
- We explore moral issues in lessons and in assemblies.

### School Responsibilities

A number of simple responsibilities have been agreed. These responsibilities are displayed prominently all around the school and referred to by all staff.

### The children's responsibilities are:

- We do our best
- We are courteous and polite
- We listen to adults and do as they say
- We ask for help with difficult problems

- We take care of our environment

### **Good to be Green**

In each class there is a wall display with all of the children's names. All of the children start each day with a green card. If a child's behaviour becomes unacceptable they turn the card to a 'Stop and Think' card as a visual warning. Continued inappropriate behaviour will result in names moving to yellow. A final misdemeanor means a child moves to a red card. If an incident is serious enough a child can go straight to a red card.

Children who have been on red must see the Head of School, she will contact their parents to explain the situation. The Head of School will ask for the parents cooperation in speaking to the child at home to reinforce to the child that home and School are working together and agree on expectations of behaviour.

Children who keep their card green for the whole of a half term are rewarded with a certificate and their names are written in the newsletter.

### **Rewards and Sanctions**

The children need to understand the concept of cause and effect. It is very important that the children know from a very early age that each person deserves to be treated fairly and allowed freedom and space to develop without interference from others.

The children are aware that each individual has rights which the whole community must protect to ensure each person's well being.

In order to promote good standards of behaviour there is an agreed school reward system along side appropriate sanctions for those who choose not to comply.

### **Rewards**

Effort and achievement are always rewarded. All staff are trained to notice children's endeavours, however small. Pupils are expected to be kind, respectful, obedient and hardworking and be aware of each other's safety. At our Celebration Assembly every Friday children's achievements and endeavors are recognised and rewarded. A variety of rewards are used in school depending on the age and ability of pupils. These are used consistently and include:

- House points
- Verbal praise, stickers and positive comments
- Celebration assembly
- Head of School awards
- Executive Headteacher awards

### **Sanctions**

There are occasions when pupils make the wrong choice about their behaviour. Pupils need to understand that rules are made for a reason and that when rules are broken there are consequences. There are sometimes circumstances which explain why a pupil chose to behave in a certain way but this does not excuse poor behaviour or mean that sanctions can be waived. The school and parents need to work in partnership, if the pupil is not to make the same mistake again.

Adults in school will treat all children fairly and courteously. They will make sure the pupil knows what they did wrong and why it is wrong. The adult should make it clear what is acceptable behaviour, and make sure that the child understands this. We have a step by step approach so that inappropriate or unnecessary sanctions are not used.

- Good to be Green display
- Missing playtime and undertaking a positive and restorative task
- Sent to Head of School or Executive Headteacher.
- Sharing concerns with parents.
- Formal meeting with parents, class teacher and Senior Staff.

For children whose behaviour is beyond the norm and who do not respond to the above rewards and sanctions personalised plans are put in place.

Permanent exclusion will only be used where everything else has failed and where a child's presence in the school seriously jeopardises the interests of other members of the school community. The Governing Body will be involved in the permanent exclusion process.

### **In the Playground**

Pupils have more freedom at playtime to make choices about how they behave towards others. Pupils usually act kindly and responsibly towards each other but from time to time pupils do make the wrong choices about their behaviour. It is how adults in the school, their parents and other pupils respond to these incidents that make the difference between a child understanding, accepting and learning from the incident or repeating the same mistake again. A clear system of rewarding good choices and clear consistent sanctions for poor choices, supported by the pupil's parents, is vital if pupils are to learn how to treat others.

### **Role of the Parents in Managing Behaviour in School**

The parent's role begins before the child enters school and continues for many years after. It is a parent's duty to prepare their child to face the outside world. Parents have the task of building up their child's self esteem and feeling of self worth and developing positive attitudes. Children learn by example. Their first role model is the parents, closely followed by the wider family, parish and community including friends and teachers. Children will reflect what they see around them:

- Tolerance of others
- Development of social skills of sharing, taking turns
- Respect for the rights and possessions of others
- The need to be good listeners
- A sense of right and wrong

The School believes firmly that the best outcomes for children are when home and School work together and we work tirelessly to build and maintain the strong relationships we have with our parents and carers.

**Reviewed by Curriculum Committee and Full Governors**