Behaviour for Learning Policy 2025-2026

St Augustine's Catholic Primary School

Approved by:	Head Teacher	**Date:**	November 2025
Last reviewed on:	December 2024		
Next review due by:	November 2026		

School Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine's School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish, local and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God's love.

When God's love enters our hearts, we grow in wisdom and understanding.

Aims and objectives

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose ethos is built on Gospel values and respect for all, based upon the guiding principles of our mission statement. The school's behaviour policy is designed to support the way in which all members of the school can learn and work together. It aims to promote an environment in which everyone feels happy, safe and secure, and to develop self-confident, caring children who value themselves and others and take responsibility for their own learning through their attitude to work.

Our policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We aim to celebrate good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Trauma Informed:

We are a trauma-informed school, therefore we are aware of the effects of trauma on students' learning and wellbeing; including attendance, engagement, relationships with others, academic achievement and behaviour. We are mindful of the traumatic experiences in the lives of students and take conscious steps to prevent re-traumatisation. As we are trauma-informed, we provide universal support to all students and are sensitive to the individual needs of students, addressing their needs holistically.

We are aware that many students have experienced, or are still experiencing, early trauma and this underlines the importance of our whole-school approach, which assumes that all students will benefit from support, taking into consideration emotional, academic and behavioural responses. In addition, the awareness amongst all staff of the prevalence and effects of trauma, and the importance of a positive school environment, is the foundation for effective trauma-informed support.

Strategies

Promoting positive behaviour

We know that students who have experienced developmental trauma are more likely to present with problem behaviours, which may be externalising (e.g., aggression) or internalising (e.g., withdrawal). These behaviours are often adaptive, and perform a needed function for students ensuring that students who have experienced trauma feel safe and secure.

We aim to be positive and proactive in encouraging good behaviour and **all** staff play a role in this. All staff work to promote the social and emotional aspects of learning throughout the day and in specific lessons. Staff work hard to develop trusting relationship with the children while supporting them to understand where the boundaries of acceptable behaviour lie. Staff use praise and positive reinforcement to promote caring attitudes among the children. By giving children responsibility and a chance to make decisions, we try to build self-esteem and the foundation of good citizenship. We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. We believe that sanctions are most effective if applied fairly and calmly.

These aims are best achieved in a positive, structured framework which gives praise for making the right choices about behaviour. This positive approach includes encouraging good attitudes, rewarding and praising, setting a good example and having consistently high expectations of our children. The system operates throughout the school **for every pupil** with some adaptations for our youngest children and children with Special Educational Needs/Behavioural Needs.

At the beginning of each school year, staff and pupils will create a set of school and class rules based on the **CARING** Code of Conduct :

Caring code of conduct	
C = Courteous	• to all staff • to other pupils • to visitors
A = Attentive	• to what people say • to instructions • to the needs of others
R = Responsible	• look after property • help others • be honest
I = Independent	• take responsibility for things you say or do • think for yourself • try your best and persevere
N = Neat	• personal appearance and belongings • school uniform • school work
G = Generous	• to fellow pupils • to those who need help • to charities

The children who behave well will be recognised and will be rewarded by members of staff. All children will be supported to make positive choices. The following rewards are used to encourage and motivate children.

- A house points system involving all pupils, with rewards at the end of each half term for the house with the most points i.e. a Mufti Day and extra playtime. Points can be awarded for special effort or work in class and during playtimes. House progress is recognised every Friday at assembly.
- Stickers or other rewards given by the class teacher for good work or effort.
- School certificates for good work or behaviour.
- Visiting another teacher, the Key Stage Leaders, Deputy or Head Teacher to show good work.

In addition to this, children on a specific behaviour programme may be given stickers on a chart, which records improving behaviour.

SANCTIONS CODE:

Our sanctions code divides unacceptable behaviours into two categories:

- Low Level Disruptive Behaviour
- Behaviour involving Serious Incidents

Low level Disruptive Behaviour	Serious Incidents
Not getting on with work	Using violence towards others
Stopping other children from working	Threatening or intimidating others either verbally or physically
Not completing homework without a valid reason	Homophobic or sexist behaviour including name-calling or teasing
Talking at the wrong time	Racist behaviour including name-calling or teasing
Rudeness/disrespectful tone of voice/disrespectful body language	Verbal abuse/use of inappropriate language towards staff
Being dishonest or untruthful	Spitting at others
Name-calling	Throwing things in a dangerous manner
Unkindness to other children	Deliberately causing damage to property
Not adhering to classroom rules	Bringing anything dangerous to school
Not adhering to hall rules	Leaving school premises without permission
Not adhering to playground rules	Refusing to return to class at end of playtimes/lunchtimes
Throwing things inappropriately	Stealing
Deliberately causing minor damage to property Injuring others by thoughtless or rough behaviour	

In the event that a child behaves inappropriately, the following sanctions will be followed.

Stage 1:
Depending on the age of the pupil and nature of the behaviour, it is at the staff member's discretion to impose the most appropriate sanction. This can include **a reminder, warning, name on board, moved within classroom/hall, sent by support staff member to classteacher, sent by classteacher to another classroom/supervised area, missed playtime or part of playtime, 'time out' in playground.** Playground supervisors will not normally inform class teachers at this stage, unless there is a concern that the incident may result in a negative impact on the pupil's work e.g. pupil is upset/angry when returning to class.

Stage 2:

When there is repeated Stage 1 behaviour, the following sequence of actions will be taken.

- The class teacher will monitor and record behaviour. Stage 1 sanctions will continue to be imposed.
- The class teacher will give a final warning to the pupil that any further repeated behaviour will result in the pupil being sent to the Key Stage Lead.
- At this stage the class teacher will inform the parents.
- If concerning behaviour persists, the Key Stage Lead will discuss the pupil's behaviour with them and warn them of the consequences of repeated behaviour.
- If no improvement is seen then a meeting with the parents will be requested.
- The Key Stage Lead will impose the sanctions deemed most appropriate. Sanctions can include **off playground for a period of time, decided by Key Stage Lead; working out of class for a period of time decided by Key Stage Lead; withdrawn from certain activities when behaviour has been disruptive/unsafe; withdrawn from visits when behaviour has been disruptive/unsafe.**
- Where there is an ongoing concern regarding a pupil's behaviour, the Key Stage Lead must refer it to the SENCO and/or the Senior Leadership Team, so that a pupil conference can be carried out by relevant staff. Follow-up actions can include the following:
    - a meeting with parents/carers
    - Behavioural support plan put in place in collaboration with SENCo and/or the Senior Leadership Team
    - referral to OAT outreach behavioural support team or other relevant service

In working with pupils and parents/carers, we will recognise the effort a child has made to improve his/her behaviour and do our best to support children and their families. However, in planning to meet the needs of an individual child, we also have to consider the effect on the whole school community of continued misbehaviour. It is very important that parents/carers of children presenting challenging behaviour recognise the above. They are therefore expected to support the school fully, and to make clear to their child what sort of behaviour is required at school.

Stage 3
If the challenging behaviour persists in spite of support and interventions put in place, a fixed term exclusion will be considered, which may be an internal or an external exclusion depending upon the circumstances.

In the case of a serious incident, the following actions will be taken:

- An immediate referral is made to the Key Stage Lead or Senior Leadership Member of staff
- The member of staff will lead an investigation into the event.
- The Key Stage Lead will impose the sanctions deemed most appropriate.
- Parents will be notified.
- Sanctions can include **off playground for a period of time; working out of class for a period of time; withdrawn from certain activities when behaviour has been disruptive/unsafe; withdrawn from visits when behaviour has been disruptive/unsafe.**

- In certain circumstances, if the offence is particularly serious or a repetition of a previous serious incident, the Key Stage Lead may send the pupil directly to the headteacher (or the deputy head teacher in the HT's absence). The head teacher will investigate and decide on the most appropriate action and sanctions. **This may include a fixed term internal or external exclusion depending upon the circumstances.**
- The Key Stage Leads for this academic year are: Ms Fenwick (Key Stage 1) and Mr. Bennett (Key Stage 2)

All staff will keep in mind the principles of the trauma informed approach when dealing with behaviour and sanctions.

Social Media

Pupils are not allowed to bring mobile phones to school, and do not have access to social media in school. They are taught e-safety across all age groups, and receive regular reminders from staff. Parents are encouraged to be vigilant and are reminded that pupils should not have social media accounts. When the school receives reports of misuse of technology or social media outside of school, but involving pupils on roll, parents will be informed and the pupils involved will be spoken to.

The role of the class teacher and other adults

It is the responsibility of class teachers and other adults to ensure that the school rules are understood by all and that all children are supported with behaving in a responsible manner.. They have high expectations of our children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. They treat all children in their classes with respect and understanding.

The class teacher agrees classroom rules with the class and develops and maintains a positive reward system which recognises the class's success at meeting the rules. If a child misbehaves, the Behaviour for Learning Policy is implemented. The class teacher or other adults communicate with lunchtime staff and other staff to ensure procedures are consistent throughout the day. They ensure that visiting staff understand our approach to supporting and managing behaviour.

The class teacher may discuss the needs of a child with the SENCO, who may advise for a referral to OAT's behaviour support service or any other relevant service. They report to parents about the progress of each child in their class, in line with the whole-school policy. They may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the head teacher/Key Stage Lead

It is the responsibility of the Senior Leadership Team/Key Stage Lead to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. He has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, he may permanently exclude a child. This action is taken only after the school governors have been notified.

The role of parents/carers

The school collaborates actively with parents/carers, to ensure that children receive consistent messages about how to behave at home and at school. The behaviour for learning policy is available on the school website.

Should the school need to use the staged sanctions in response to a child's behaviour, we expect parents/carers to support the actions of the school. If they have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Lead and then, if necessary, the Head teacher.

We expect parents/carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers as soon as possible if we have concerns about their child's welfare or behaviour.

We expect parents/carers to be vigilant regarding their child's use of technology, and ensure that it does not impact negatively on pupil well-being or safety.

The role of governors

The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. They support the head teacher in adhering to these guidelines. The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents (Stage 2). The Key Stage Lead records those incidents in which a child is sent to him/her on account of behaviour. The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

St Augustine's Primary School is a **fair** school.

We follow the **Caring Code of Conduct.**

Caring code of conduct	
C = Courteous	• to all staff • to other pupils • to visitors
A = Attentive	• to what people say • to instructions • to the needs of others
R = Responsible	• look after property • help others • be honest
I = Independent	• take responsibility for things you say or do • think for yourself • try your best and persevere
N = Neat	• personal appearance and belongings • school uniform • school work
G = Generous	• to fellow pupils • to those who need help • to charities

We want all children to be safe and happy at St Augustine's School.
That is why we have some rules we must all follow.

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Some of the ways we celebrate great work and excellent behaviour are:

- House Points
- Stickers from your teachers
- Stickers from your lunchtime monitors
- Sharing your great work with another teacher and class
- Sharing your great work with Mr. Kincaid and having it added to his 'Wall of Great Work'
- Class Rewards – certificates, table points, prizes, golden time
- Friday Merit & Award Assembly

What is unacceptable behaviour?

- Not getting on with work
- Stopping other children from working
- Not completing homework without a valid reason
- Interrupting and answering back
- Being rude
- Being disrespectful in the way you speak or the way you act (body language)
- Being dishonest or untruthful
- Name-calling
- Being unkind to other children/hurting other children
- Not following your classroom rules
- Not following the hall rules
- Not following the playground rules
- Throwing things inappropriately
- Deliberately causing minor damage to property
- Injuring others by thoughtless or rough behaviour

What will happen if we behave in this unacceptable way?

Your teacher or teaching assistant or playground supervisor will do one of the following:

- Give you a reminder or a warning
- Put your name on board,
- Move you within classroom/hall,
- Send you to another class teacher
- Set some missed playtime
- Have some reflection time by the wall if in the playground

What will happen if we **continue** to behave in this unacceptable way?

Your teacher will inform your parents and if there is no improvement, you will be referred to the Key Stage Lead who will discuss your behaviour with you.

You may also:

- be kept off the playground for a period of time
- work out of class for a period of time
- miss activities when behaviour has been disruptive/unsafe
- have your behaviour monitored & supported using our behaviour report card
- miss school trips when behaviour has been disruptive/unsafe.
- be asked to meet with your parents and the Key Stage Lead

IF YOUR BEHAVIOUR CONTINUES TO BE UNACCEPTABLE AFTER MEETING WITH THE KEY STAGE LEAD YOU WILL BE SENT TO THE HEADTEACHER. YOUR PARENTS WILL THEN NEED TO ATTEND A MEETING WITH THE HEADTEACHER TO DISCUSS YOUR BEHAVIOUR.

Serious Incidents

This is any behaviour which puts you, your classmates or the adults working with you at risk such as:

- Using violence towards others
- Threatening or intimidating others either verbally or physically
- Homophobic or sexist behaviour including name-calling or teasing
- Racist behaviour including name-calling or teasing
- Verbal abuse/use of inappropriate language towards staff
- Spitting at others
- Throwing things in a dangerous manner
- Deliberately causing damage to property
- Bringing anything dangerous to school
- Attempting to leave school premises without permission
- Refusing to return to class after playtimes/lunchtimes
- Stealing

YOU WILL BE SENT IMMEDIATELY TO THE KEY STAGE LEAD OR DEPUTY HEADTEACHER WHO WILL IMPOSE AN APPROPRIATE SANCTION AND YOUR PARENTS WILL BE NOTIFIED. THE HEADTEACHER WILL BE MADE AWARE OF YOUR BEHAVIOUR.