

## Behaviour Policy



September 2023

Head Teacher signature	F. Moore
Date adapted	September 2023
Review date	September 2026

# St Augustine's Catholic Primary and Nursery School, A Voluntary Academy

## Behaviour Policy 2025

### 1: Our Mission and Values

*'St Augustine's welcomes everyone in our community as we share the joys of our Faith. We worship, learn and play together in the love of Jesus, helping one another to develop the talents given to us by God.'*

Jesus taught us to "love each other as I have loved you". Our Gospel values focus our attention on that commandment. At St Augustine's, we integrate the Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching and the life of our school community.

We recognise that for the children to fulfil their potential, the Gospel values need to be explicitly named, defined, modelled and for all pupils to be supported to understand how they relate to their lives both at school, at home and in society. At St Augustine's, this enterprise is not in addition to the quest for academic success and high standards of behaviour but integral to it.

The Gospel values are explicitly taught at St Augustine's and include:

- Love
- Compassion
- Forgiveness
- Gratitude
- Hope
- Service
- Justice

### 2: Our Aim

For all children of St Augustine's to believe and achieve in a safe, respectful and supportive Christian environment.

### 3: Our Objectives

- To make the Catholic faith the foundation of our school culture.
- To ensure that our children respect themselves and others as children of God who are unique and special.
- To help pupils recognise and respect the different cultures represented in the school and the wider community and promote harmony within our society regardless of differences.
- To provide a variety of resources to explain and develop ideas of responsibility and personal accountability.
- To implement a consistent behaviour management framework that is clear and understood by all members of the St Augustine's community.
- To encourage virtuous and Christian behaviour and attitudes.

### 4: Learning To Serve Promises

We will endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which we can all flourish.

We will establish a set of Learning To Serve Promises which are consistently applied across the school by all staff. These rules are explicitly taught and modelled to pupils. All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their actions.

Our Learning To Serve Promises are based upon the school's mission and Gospel values:

- We will all listen and respond to all adults and each other politely.
- We will all move about our school quietly and safely with respect for others.
- We will all care for our school and everything in it.
- We will all show our care for each other by using kindness and good manners.
- We will all respect each other's right to learn and do our best.

Please see Appendix 1 for further guidance and explanation.

## **5: Routines and Expectations**

The first week of the school year will be devoted to the St A's expectations and we will explicitly teach, model and practise the routines and school rules to all the children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff at all times.

### **5:1 Classroom Expectations**

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and consequences is used to encourage good behaviour from our pupils.

Pupils are expected to adhere to a number of classroom expectations, which include:

- Meeting and greeting their teacher politely at the classroom door (on entry to school each morning, after break and after lunch)
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Carefully hanging up their coats and bags in the cloakroom sensibly
- Completing the "Do now" activity on the interactive whiteboard each morning during registration
- Exhibiting good learning behaviours: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker/ Carpet Rules for pupils in EYFS
- Raising hands before contributing to class discussions, unless instructed differently

- Speaking audibly in full sentences when making contributions to class discussion
- Relishing challenging and showing resilience
- Practising good respiratory and hand hygiene
- Looking after our equipment

### **5:2 Playground Expectations**

At St Augustine's, we recognise the unique contribution playground activities makes to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health.

In particular we recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to adhere to several playground expectations, which include:

- Having fun with one another and playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it
- Tidying up equipment at the end of breaktimes and lunchtimes
- Putting litter in the bins provided
- Being kind and helpful
- Lining up quickly and quietly
- Demonstrating Fantastic Walking when entering/exiting the playground

### **5:3 Dining Hall Expectations**

At St Augustine's, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes.

Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Lining up sensibly, talking at a moderate volume
- Following instructions – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other pupils on their tables
- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated
- Asking an adult before they begin eating their dessert (F2/KS1)
- Tidying up after themselves: scraping plates/taking all their rubbish home with them in their lunch box/informing an adult of any spillages
- Using Fantastic Walking for transitions between the playground and the dining hall/classroom

#### **5:4 Corridor Expectations**

As stated in the Learning To Serve Promises, children are expected to move around the school calmly and quietly using Fantastic Walking. Adults are expected to model this to children as they move around the school and remind children when they are not using Fantastic Walking. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

Fantastic Walking expectations include:

- Walking in single file
- Walking on the left-hand side of the corridor
- Walking quietly
- Walking with hands over hearts (except when going up and down the stairs)
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Smiling as you pass people in the corridor/Letting adults go first

#### **5:5 Assembly Expectations**

Assemblies provide an opportunity to reinforce St Augustine's Catholic ethos, values and mission statement. Our school community typically gathers together 3 times each week.

Pupils are expected to adhere to a number of assembly expectations, which include:

- Walking into assembly silently using Fantastic Walking
- Lining up in the allocated position for their class, leaving space between themselves and the person in front
- Waiting to be instructed to sit down by a member of teaching staff
- Showing good learning behaviour: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker
- Sitting still, keeping hands to themselves
- Showing reverence during worship and prayer
- Joining in with songs and hymns
- Celebrating the success of others through applause
- Standing up silently at the end of assembly when instructed to do so
- Walking silently back to class using Fantastic Walking

#### **5:6 School Trip/Local Community Expectations**

Pupils are expected to act as ambassadors for the school when out in the local community or on a school trip.

Pupils are expected to adhere to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public, teaching staff, parent volunteers and peers
- Listening carefully to adults and following instructions – first time, every time
- Respecting the local environment by not littering or damaging property
- Using quiet voices to speak with their partner, particularly when walking through residential areas
- Staying safe and keeping close to the children in front when walking in a line

- Using seat belts when travelling in a car, on a bus or a coach
- Staying seated when travelling on a bus or coach
- Taking care of one another and sticking with their group/partner
- Following the Learning To Serve Promises
- Telling an adult if they are feeling unwell

## **6: Roles and responsibilities**

It remains the overall responsibility of the Head Teacher and the Senior Leadership Team to ensure that high standards of discipline are maintained on a daily basis. However, at St Augustine's we acknowledge the responsibility of every person- adult and child- in promoting and maintaining high standards of behaviour at all times.

### **6:1 The Headteacher will:**

- Ensure the promotion of Gospel Values, the school's Mission Statement and the Learning To Serve Promises in and around school
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Reports to governors regarding the effectiveness of the Behaviour Policy and on the frequency of Significant Behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with dangerous pupil behaviour
- To investigate and action Significant Behaviour incidents, updating CPOMs
- Ensure appropriate and proportionate use of consequences
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy on a termly basis
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management
- Use the St Augustine's Shared Mantras when speaking to children about their behaviour (Appendix 8)

### **6:2 The Deputy Head and Key Stage Leaders will:**

- Support the Headteacher to ensure the promotion of the Gospel Values, the school's Mission Statement and the Learning To Serve Promises in and around school
- Assist with monitoring that the Behaviour Policy is being implemented consistently by all staff members
- Implement the Behaviour Policy, reinforcing the need for consistency throughout school
- Be a positive role model
- Support staff in dealing with difficult pupil behaviour
- Investigate and action Significant Behaviour where necessary
- Organise termly St Augustine's House Team Assemblies
- Use the St Augustine's Shared Mantras when speaking to children about their behaviour (Appendix 8)

### **6:3 All teaching staff will:**

- Promote the Gospel Values, the school's Mission Statement and the Learning To Serve Promises in and around school
- Explicitly teach the Learning To Serve Promises and routines to the children
- Make sure that they are always present to supervise children in the classroom-children can never be left unsupervised in the classroom or playground
- Be positive role models - using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs
- Be proactive and use a range of strategies which limit the possibilities for pupils to lose focus or misbehave (Appendix 6)
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Use House Points, treat squares and other in-class reward systems to reward pupils who go above and beyond expectations (Appendix 2)
- Celebrate children's success through selecting an achiever of the week (quality of their work) and Gospel Values Badge winner (quality of their character)
- Use the yellow/red card warning system consistently for Disruptive and Difficult Behaviour
- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime
- Work in partnership with the SLT to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all Significant Behaviour incidents using CPOMs and inform a member of SLT
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner
- Use the St Augustine's Shared Mantras when speaking to children about their behaviour (Appendix 8)

#### **6:4 All Lunchtime Supervisors will:**

- Promote the Gospel Values, the school's Mission Statement and the Learning To Serve Promises during lunchtime
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Meet and Greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going above and beyond to promote good behaviour for all children
- Encourage the children to be active and facilitate fun games and activities on the playground
- Use House Points and lunchtime award stickers to reward children who go above and beyond playground/dining hall expectations
- Give the Headteacher/DHT the names of children who have gone above and beyond expectations to receive a lunchtime star of the week award
- Ensure the children use Fantastic Walking when moving around school

- Insist the children line up quietly and go back into school silently
- Communicate behavioural successes and concerns with the child's class teacher
- Use the yellow/red card warning system consistently for Disruptive and Difficult Behaviour
- Report all Dangerous Behaviour to a member of SLT and record this as a Significant Behaviour incident on CPOMs
- Use the St Augustine's Shared Mantras when speaking to children about their behaviour (Appendix 8)

#### **6:5 Children will:**

- Live out the Gospel Values and our school's mission
- Follow the Learning To Serve Promises, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept consequences and be willing to be reflective, with a view to making good choices in the future
- Pupils in Year 6 actively take on additional responsibilities, including aiding staff in the supervision of younger pupils. The roles of School Councillor, House Captain, Sports Ambassadors, Chaplains and Well Being Team are considered to be reflective of the positive attitudes and standards to which all pupils should strive to achieve.

#### **6:6 Parents will:**

- Promote the Gospel Values, the school's Mission Statement, the Learning To Serve Promises
- Support the school's Behaviour Policy
- Work in close partnership with the school, discussing problems that may arise with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend Parents' Evenings
- Discuss the Learning To Serve Promises with their child, emphasising their support of them and assisting when possible with their enforcement
- Recognise that teaching and learning cannot take place without good behaviour being in place
- Remember that all staff approach behavioural incidents patiently and positively

#### **6:7 The CMAT/Governing Body will:**

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of Significant Behaviour incidents
- Evaluate the effectiveness of the policy with the Headteacher

#### **6:8 Staff Code of Conduct**

The Staff Code of Conduct Policy has been shared with all those working within our school community. This document details the staff code of conduct and gives further guidance on the roles and responsibilities of staff members. Further detail on staff conduct can also be found in the St Augustine's Staff Handbook.

## 7: Classifying Behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

<p><b>Examples of Desirable Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Going above and beyond expectations</li> <li>• Relishing challenge</li> <li>• Working together</li> <li>• Engaging enthusiastically in lessons</li> <li>• Listening carefully</li> <li>• Being kind</li> <li>• Looking after the school environment</li> <li>• Using Fantastic Walking</li> <li>• High standards of respiratory and tactile hygiene</li> <li>• Good manners</li> </ul>	<p><b>Staff members responsible for feedback:</b></p> <p>All staff</p>
<p><b>Examples of Disruptive Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Minor misbehaviour in corridors or around school (running, wrong side etc.)</li> <li>• Dishevelled uniform (untucked shirt)</li> <li>• Untidy written work</li> <li>• Shouting out in class</li> <li>• Swinging on their chair</li> <li>• Disengagement in class/worship/assembly</li> <li>• Distracting others</li> <li>• Negatively impacting on the learning of other pupils</li> <li>• Talking in class</li> <li>• Failure to follow instructions</li> <li>• Entering the school building needlessly at break/lunchtime</li> <li>• Showing a lack of care for school property</li> <li>• Not respecting other pupils' personal space</li> <li>• Touching or pushing one another when lining up</li> <li>• Rude or disrespectful behaviour – using unkind words</li> </ul>	<p><b>Staff members responsible for feedback:</b></p> <p>Class teachers, Teaching Assistants, Learning Support Assistants and Lunchtime Supervisors</p>
<p><b>Examples of Difficult Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Persistent disruptive behaviour (see above)</li> <li>• Refusal to complete tasks set</li> <li>• Kicking out (not directly at a person)</li> <li>• Throwing objects (not directly at a person)</li> <li>• Hitting out (not directly at a person)</li> <li>• Damaging school property intentionally</li> </ul>	<p><b>Staff members responsible for feedback:</b></p> <p>Class teachers, Teaching Assistants, Learning Support Assistants, Lunchtime Supervisors and Key Stage leads/DHT.</p>

<ul style="list-style-type: none"> <li>• Non-aggressive swearing</li> <li>• Being dishonest</li> </ul>	
<b>Examples of Dangerous Behaviour:</b>	<b>Staff members responsible for feedback:</b>
<ul style="list-style-type: none"> <li>• Persistent difficult behaviour (see above)</li> <li>• Stealing</li> <li>• Spitting (on the floor or at others)</li> <li>• Fighting</li> <li>• Targeted hitting, pinching or kicking</li> <li>• Throwing objects at a person</li> <li>• Running out of class/away in public places</li> <li>• Damaging or destroying school property</li> <li>• Racist, sexist, homophobic or discriminatory behaviour</li> <li>• Aggressive swearing (directed at another person)</li> <li>• Any form of bullying</li> <li>• Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting including online sexual harassment sexual violence, such as rape, sexual assault (intentional sexual touching without consent)</li> </ul> <p>Possession of any prohibited items: These are:</p> <ul style="list-style-type: none"> <li>➤ Knives or weapons</li> <li>➤ Alcohol</li> <li>➤ Stolen items</li> <li>➤ Illegal drugs</li> <li>➤ Tobacco, cigarette papers and e-cigarettes</li> <li>➤ Fireworks</li> <li>➤ Pornographic images</li> <li>➤ Electronic devices with a camera</li> <li>➤ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)</li> </ul>	Headteacher and SLT

## 8: Rewarding Desirable Behaviour and Achievements

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. St Augustine's will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- Positive feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour, i.e. stickers and values badges

- Letters or phone calls home to parents
- Consistent use of House Points (Appendix 2)
- Being sent to the subject lead to show their work
- In-class reward systems which could include: Class Dojo, cumulative class rewards
- Teacher awards/treats for children working or behaving exceptionally well
- A celebration assembly is held weekly celebrating the quality of children’s work (achievement certificates) and the quality of their character (value badges)
- House Celebrations based on House Point totals (termly)

## 9: Consequences

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, THE Learning To Serve Promise that was broken and WHAT improvements the teacher or TA requires from the child
- Consequences should be proportionate to the behaviour

Tiered consequences allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the *Reminder* and *warning* (verbal) is enough to encourage them to do this. However, at times, when children may be **exhibiting a range of Disruptive or Difficult behaviours** it may be necessary to give additional warnings and consequences.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit **Disruptive or Difficult Behaviour**, adults will respond calmly following the scripted intervention set out below.

Tiered Consequence	Explanation and Feedback
Reminder	A verbal reminder of the rules Example: “ _____, you are shouting out which is breaking our Learning To Serve Promise of everyone’s right to learn. This is your REMINDER. Please raise your hand in future.”
Warning	Explain that you have spoken to the child about breaking a promise and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: “ _____, you are shouting out which is breaking our Learning To Serve Promise of everyone’s right to learn. This is your

	WARNING. Next time I have to speak to you it will be a yellow card. Please raise your hand in future.”
Yellow Card	Explain that they have still chosen not to follow our Learning To Serve Promises and as a consequence they have received a Yellow Card. This means they must speak to you for a few minutes at break-time. Example: “ _____, you have chosen to continue to shout out which is breaking our Learning To Serve Promise of everyone’s right to learn. You have now received a YELLOW CARD and will need to speak to me at breaktime.”
Red Card	Explain that they have continued to choose not to follow the Learning To Serve Promises and as a consequence they have received a Red Card. This means that they will now need to spend the full breaktime or lunchtime reflecting on their choices on the blue chairs outside Mrs Moore’s office. In instances of Difficult Behaviour a Key Stage Leader/DHT will also discuss the behaviour with the child. Example: “ _____, you are continuing to break the Learning To Serve Promise of everyone’s right to learn and have now received a RED CARD. You will now spend your breaktime thinking about the choices you have made outside Mrs Moore’s room.”

### 9.1 Serious Consequences

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive to their learning or others
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior leader. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as: support from the learning mentor, formulate an individual behaviour plan and a personalised behaviour chart (Appendix 4 and 5). Where necessary, external advice and support will be sought from specialist teachers, the CMAT and others.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

## **9.2 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour or dangerous behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **9:3 Restorative Conversations**

Once a child has reached a second yellow card or a red card, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix 3). Copies of Behaviour Reflection sheets should be kept by the teacher for reference.

Restorative feedback involves asking the following questions:

- What happened/which Learning To Serve Promise was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

## **10: Additional Support for Persistent Challenging Behaviour**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- Remember to start with praise!
- Some children have behavioural difficulties in the same way that some children have learning difficulties.
- When a child finds a piece of work difficult we break the task up so we are only focusing on a small part of the problem at one time, we differentiate, we encourage and we support.
- When a child finds a type of behaviour difficult we should break the task up so we are only focusing on a small part of the problem at one time, we should differentiate, we should encourage and we should support.

The SENDCO will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher and the family, they will formulate an Individual Behaviour Plan (Appendix 4) for the pupil if challenging behaviour persists. They may also use a personalised behaviour chart to monitor the child's behaviour and celebrate their success (Appendix 5).

## The Process

- Identify the exact behaviour (be specific)
- Identify the exact time and frequency of the behaviour
- Identify what precedes and what follows the behaviour
- Talk to the child about what and why s/he acted in this way
- Talk to the child and focus on one or two behaviours
- Set up a behavioural plan (Appendix 4) - Star charts/behaviour plan with short term reports
- Be specific with the behaviour you want to change and only consider those behaviours when awarding the stamps-If a child demonstrates other inappropriate behaviours they still achieve the stamp.
- Consider the time scale for each reward/star
- Give the child some room for mistakes without losing everything, i.e. if Jane shouts out less than three times in a session she gets a star
- Make it progressive.
- Next week the number of stars needed increases/ the number of warnings decreases or the length of sessions increases or you may focus on a different behaviour.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the concerns. If appropriate, the school may request an emergency review of the EHC plan.

## 11: Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. (Several Times On Purpose **STOP**)

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

### **12. Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **13: Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort by staff who have been trained (use of diversion, diffusion, negotiation should be tried first)
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment
- Be recorded by the staff member involved and reported to parents (This is then recorded online on the LA Physical Intervention Record).
- The Physical Restraint incidents will be logged on CPOMS and monitored to support staff in learning from experiences and to determine the needs of the child.
- Training in physical intervention methods that are acceptable within the setting are available and teachers and support staff will be encouraged to take up such opportunities. This training will be provided by the LA Behaviour Support Team.

### **14. Confiscation**

Any item which is inappropriate or unnecessary in a school environment found in a pupil's possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items include:

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or e-cigarettes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more

information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 [PACE Code C 2019 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **15. Transition**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **16. Links with other policies**

The behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding and Child Protection Policy
- Electronic Device policy
- Positive Handling policy
- Staff Code of Conduct Policy
- Safeguarding allegations policy

## **16: Sources used in the formulation of the Behaviour Policy:**

- Christ at the Centre: A Summary of Why the Church Provides Catholic Schools, Bishop Marcus Stock (2005)
- Ethic of Excellence by Ron Berger (2003)
- Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)
- Teach Like a Champion, Doug Lemov (2015)
- Running the Room by Tom Bennett
- Running the Room Companion by Tom Bennett
- Improving Behaviour in Schools, The Education Endowment Foundation (2019)
- When the Adults Change, Everything Changes, Paul Dix (2017)

## **17: Monitoring Arrangements**

All staff record incidents of misbehaviour on CPOMS (Dangerous Behaviour/Red Cards and Low Level concerns/Yellow Cards). The Senior Leadership Team will action these incidents and inform parents when necessary. Behaviour incidents are analysed monthly by the DHT and termly by the Headteacher and reported to the Local Governing Body.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

The Behaviour Policy will be formally reviewed by the Head Teacher and Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

## Appendix 1

### Learning To Serve Promises Breakdown

Learning To Serve Promises	Gospel Values	Explanation
We will all respect each other's right to learn and do our best	Service Compassion	<p>This rule is not about “winning” or “being the best” but rather about giving your best. Teaching staff encourage children to take pride in their attitude towards the process of engaging with an activity, rather than the end result.</p> <p>This skill can be evident in a range of situations where children are visibly working hard and exhibiting good learning behaviour.</p>
We will all care for our school and everything in it.	Service Love Compassion Forgiveness	<p>The wearing of correct uniform is considered to be an important element in establishing a sense of community and expectations in school.</p> <p>Children are encouraged to take pride in wearing appropriate uniform, including PE kit (see Appendix 7 for full uniform list). All staff are responsible for ensuring children are wearing the correct uniform and look smart at all times. Children should be reminded to tuck their shirts in and do their top button. Reminder letters should be sent to the parent/carer if a child consistently comes to school in incorrect uniform.</p> <p>This rule is split into two parts:</p> <ul style="list-style-type: none"> <li>• “Taking care of one another” means to show kindness. Kind people think about another person’s feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone’s life better. Kindness makes the world a nicer place because it makes people happier.</li> <li>• “Taking care of our things” refers to the school environment. Children are expected to do their part to keep the school environment clean, tidy and undamaged. This rule also refers to children’s own personal possessions. Children should be careful to keep their own belongings safe and be mindful not to touch other people’s possessions.</li> </ul>
We will all move about our school quietly and safely with respect for others.	Service Compassion	<p>Children are expected to use Fantastic Walking as they move around the school.</p> <ul style="list-style-type: none"> <li>• Walking in single file</li> <li>• Walking on the left-hand side of the corridor</li> <li>• Walking quietly</li> <li>• Walking with hands at your sides (or behind back)</li> </ul>

		<ul style="list-style-type: none"> <li>• Walking with good posture - shoulders back and down</li> <li>• Walking with your head held high</li> <li>• Smiling as you pass people in the corridor</li> </ul>
We will all listen and respond to all adults and each other politely.	Service	<p>Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners, honesty and respect for everyone.</p> <ul style="list-style-type: none"> <li>• Respect for God</li> <li>• Respect for all people</li> <li>• Respect for other people's property and belongings</li> </ul> <p>Respect for oneself</p>
We will all show our care for each other by using kindness and good manners.	Love Compassion Forgiveness Hope Service Justice	<p>"Taking care of one another" means to show kindness. Kind people think about another person's feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone's life better. Kindness makes the world a nicer place because it makes people happier.</p>

## Appendix 2

## House Point Reward System

Staff at St Augustine’s use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Teaching staff may use a combination of in-class rewards and house points when they see behaviour which goes above and beyond normal expectations. House points will be awarded to pupils who go above expectations consistently. The below table is a guide. Staff typically award no more than 5 house points at any one time. In exceptional circumstances, ten house points may be awarded.

House Points Awarded	Desirable Behaviours:
0	<ul style="list-style-type: none"> <li>• Meet and Greet politely</li> <li>• Following instructions – first time, every time</li> <li>• Enter the classroom in a quiet and orderly manner</li> <li>• Begin the ‘Do Now’ activity promptly</li> <li>• Is equipped for learning (inc PE kit) and in full school uniform</li> <li>• Effort and focus sustained throughout the lesson</li> <li>• Positive attitude to learning</li> <li>• Looking after their belongings and school property</li> <li>• Walking to the left when moving around the school</li> </ul>
1	<ul style="list-style-type: none"> <li>• Exhibiting the expected desirable behaviours above when others are not</li> <li>• Holding doors for peers and staff members</li> <li>• Assisting members of staff</li> <li>• Being enthusiastic in lessons</li> <li>• Improved effort with written work/class work/homework</li> <li>• Making meaningful contributions to class discussions consistently throughout a lesson</li> <li>• Getting changed for PE/swimming quickly</li> <li>• Being an exemplary talk partner</li> <li>• Being a good friend to everyone</li> </ul>
2	<ul style="list-style-type: none"> <li>• Being a role model of excellent behaviour – going above and beyond expectations</li> <li>• Thoughtful contributions during assembly</li> <li>• Asking thoughtful questions</li> <li>• Supporting their peers with their learning effectively</li> <li>• Showing high levels of resilience when they find something challenging</li> <li>• Working hard in subjects they typically find challenging</li> <li>• Good effort with written work/class work/homework</li> </ul>
5	<ul style="list-style-type: none"> <li>• Acts of kindness</li> <li>• Completing additional work outside of school</li> <li>• Performing in assemblies/collective worship to a high standard</li> <li>• Being an excellent ambassador for our school at inter-school events/on trips</li> <li>• Excellent effort with classwork/written work/homework</li> <li>• Lunchtime sticker recipients</li> <li>• Achievers of the week</li> </ul>
10	<ul style="list-style-type: none"> <li>• Raising money for charity</li> <li>• Putting their faith in action</li> <li>• Other forms of community contribution</li> </ul>



## Behaviour Reflection

Today my behaviour has been **/10**

What happened/which school Rule was broken?

---

---

What were you feeling at the time?

---

How do you feel now?

---

Who else did my behaviour affect?

---

What is needed to put things right?

---

**But I know my behaviour can be 10/10!**

To be 10/10 I will:

---

When I am 10/10 I will feel:

---

My teacher/peers will feel:

---

Appendix 4



## Individual Behaviour Plan

Child's name	Date of plan	Review date
Behaviour to reduce:	Possible triggers for behaviour	
Prevention Staff will:	If an incident occurs Staff will:	
If an incident occurs The child will:	Parents views/comments:	

Signature of class teacher: \_\_\_\_\_

Signature of parent/carer: \_\_\_\_\_

Date of plan agreed: \_\_\_\_\_

Date of review: \_\_\_\_\_

## Appendix 5

### Behaviour Management Strategies

Strategy	Explanation
Meet and Greet	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch.
“Do Now” activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins.
“Review Now” follow-up	Briefly recap the answers of the “Do Now” together as a class.
SLANT	Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym SLANT: <ul style="list-style-type: none"> <li>• Sit up</li> <li>• Listen carefully</li> <li>• Ask and Answer Questions</li> <li>• Never Interrupt</li> <li>• Track the speaker</li> </ul>
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine.
Pastores Perch	Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding pupils that you are looking. Position yourself in the corner of the classroom so that you now able to see all learners simultaneously.
Be Seen Looking	Show that you are monitoring the class closely by titling your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the pupils you are looking at them and that you care that they do what you have asked.
Least Invasive Intervention	Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours: <ol style="list-style-type: none"> <li>1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking.</li> <li>2. Unnamed: ‘We’re tracking. Just waiting for 100%. We need one person ... and 100%.’</li> <li>3. Verbal named reminder: “I notice that you are shouting out, _____ this is breaking our promise of everyone’s right to learn. Please raise your hand and wait to be chosen, as this is being respectful. Thank you.”</li> </ol>
Cold Calling	Call on pupils to give verbal responses regardless of whether they have raised their hands. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It is also enabling the teacher to assess all pupils and not just those who have raised their hand. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Call’s positive.

No Opt Out	<p>Turn 'I don't' Know' into success by ensuring that pupils who won't try or can't answer practice getting it right.</p> <p>Format 1: The teacher provides the answer, the pupil repeats the answer</p> <p>Format 2: Another pupil provides the answer, the initial pupil repeats the answer</p> <p>Format 3: The teacher provides a cue, the pupil uses the cue to find the answer</p> <p>Format 4: Another pupil provides the cue, the initial pupil uses the cue to find the answer</p>
Right is Right	<p>When responding to answers in class, hold out for answers that are 'all-the-way-right'. Probe and encourage until the question posed has been answer in full and well. Eg. "Can you explain what you mean in more detail?" "Can you develop your answer further?"</p>
Stretch It	<p>Reward right answers with harder questions. In addition to posing a challenge to a successful pupil, Stretch It can help you ensure the reliability of the correct answers when you make your follow-up question a "how" or "why" question. With consistency of application, Stretch It can help build a culture where pupils want, expect and relish a challenge, embracing a growth mindset.</p>
Format matters	<p>When responding to answers in class pupils should speak in full sentences that are grammatically correct and ensure all other pupils can hear them. (SHAPE - sentences, hands away from face, articulate, projection, eye contact)</p>
Warm/Strict	<p>Be both warm and strict at the same time to send a message of high expectations, care and respect. It is possible to be clear, consistent and firm while being positive, enthusiastic and thoughtful. This sends the message that having high expectations is part of caring for and respecting someone. This can be achieved by:</p> <ul style="list-style-type: none"> <li>• Explaining to pupils why you're doing what you are doing</li> <li>• Distinguishing between behaviour and people</li> <li>• Demonstrate that consequences are temporary</li> <li>• Warm non-verbal behaviour</li> </ul>

## Appendix 6

# School Uniform List 2025-2026

Our approved uniform suppliers are:

- Just Schoolwear

We have two seasonal uniforms:

**Summer uniform – up to October Half Term and from after Easter to the end of the school year:**

- Red jumper or cardigan
- White short-sleeved polo shirt
- Grey/ black or white socks
- Grey shorts or trousers or red gingham dress
- Sensible black flat shoes (No boots or trainers)

**Winter uniform – from after October half term until Easter**

- Grey/ Black knee length skirt or pinafore or mid-grey trousers
- Red jumper or cardigan
- Grey, black tights or grey, black or white socks
- White polo shirt
- Sensible black flat shoes (No boots or trainers)

### **P.E. Kit:**

All pupils need the following:

- Trainers
- White t-shirt (with or without the school badge)
- Red shorts
- White socks
- Plain grey jogging bottoms
- Plimsolls (optional for indoor PE)

### **Jewellery:**

- In the interest of personal safety and security jewellery should not be worn in school.
- If the child's ears are pierced, plain gold or silver studs may be worn but must be removed for P.E. classes.

Children will not be permitted to wear other studs e.g. Nose studs.

- For safety reasons, children wearing inappropriate jewellery may be asked to remove it.

**Hair styles:**

Hair styles should be sensible. We do not permit extremes, e.g. closely shaven styles / patterns or coloured hair as these are not appropriate for primary aged children and can often have an effect upon attitudes and behaviour. For health and safety reasons, we ask that all children with long hair have it tied up. Hair accessories should be in school colours and be plain and without embellishment.

## Appendix 7

# St Augustine's Shared Mantras

All staff at St Augustine's aim to be as consistent as possible when implementing our school Behaviour Policy.

In addition to the scripted tiered consequences section of the policy, we also aim to use a common language when talking to children about their behaviour.

Our shared mantras include:

- First time, every time
- The quality of our work counts
- The quality of our character counts
- Fantastic Walking
- Perfect Posture
- Dress to Impress
- What would Jesus do?
- Every second counts
- Walking to the left
- SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker/  
Carpet Rules for pupils in EYFS
- SHAPE: sentences, hands away from face, articulate, projection, eye contact