

# St Augustine's Academy



## Behaviour Policy

**Approved by:** Carole Hegley **Date:** 17.03.26

**Next review due  
by:** March 2029

*'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'*

*Matthew 5:16*



# Behaviour Policy

## Rationale

At St. Augustine's Academy, our motto, "Where We All Shine," comes from the Bible's teaching in Matthew 5:16: "Let your light shine before others that they may see your good deeds and glorify your Father in heaven." This inspires us to be a happy, secure, and friendly school where positive behaviour thrives, both inside and outside the classroom. We firmly believe that good behaviour is crucial for effective learning; everyone — students and staff alike — deserves a safe, peaceful, and fair environment to learn and teach and flourish.

We champion equality for all, celebrating the rich diversity within our school community. We understand that everyone, including children, makes mistakes. When they do, we're committed to helping them learn from these experiences, guiding them to live a full life by embracing our values of forgiveness and compassion.

Our Christian ethos and values are at the heart of everything we do. We strive to help our pupils grow, develop, and mature into well-rounded individuals, always knowing they are valued for who they are. We foster independence and resilience, empowering students to make positive choices and understand the impact of their actions on themselves and others.

## Aims

At St. Augustine's Academy, we aim to establish a community where:

- Every individual feels safe and secure.
- We are empowered to make responsible choices and take ownership of our actions.
- We foster an understanding of right and wrong, good and evil, love and fear, where we stand up for what's right and speak out against injustice.
- Respect for others and our environment is consistently shown.
- Kindness and good manners are demonstrated daily
- Our school's values are embraced and the Golden Rules are followed.
- We cultivate an atmosphere of forgiveness for mistakes and celebrate personal and collective achievements.
- Children, parents/carers, staff and governors work together to promote and instil high behaviour expectations.

In order for the above to take place; we will:

- Involve the whole school community in devising a behaviour system and policy that meets the needs of the school
- Promote, reward and celebrate good behaviour
- Ensure that unacceptable behaviour is dealt with consistently, swiftly and fairly whilst taking into account pupils' age, needs and disabilities
- Involve outside agencies as required, and where possible, to assist in the implementation of effective strategies to support the behaviour of individual pupils
- Have clear procedures in place with regards to the use of positive handling/reasonable force, use of quiet spaces, management of bullying,

- Train staff in the implementation of the school's Behaviour Policy, including ensuring that staff understand when positive handling may be used and how to manage incidents of bullying and discrimination

### **Behaviour as Communication**

At St Augustine's, we believe that behaviour is a way of communicating need and recognise that some children will require additional, adapted and individualised support to help them with their development. We also understand that needs can change and will adapt our approach accordingly. Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.

### **Behaviour Can Change**

We believe that behaviour is a learnt response that can be changed. It can be changed when pupils feel safe, lowering their toxic stress levels. It can be changed by repairing adverse brain development through playful, empathic and reflective adult/child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. Praising and a system of rewards are more likely to change behaviour than blaming and punishing. We understand that behaviour does not change all at once and we will stagger expectations and offer praise when progress is made.

### **Values**

We strongly believe that it is our responsibility to contribute to pupils' personal development through the promotion of Christian and British values. The following values are promoted in all aspects of life and learning at St. Augustine's.

#### **Christian Values**

Love	Courage
Compassion	Forgiveness
Friendship	Generosity
Justice	Perseverance
Respect	Thankfulness
Trust	Service
Truthfulness	Responsibility
Tolerance	

*(These were derived in collaboration with the whole school community and also embrace the 'Roots and Fruits' Imaginor, Christian values resource, which is used as the foundation for our Collective Worship.)*

## **British Values**

Democracy

The rule of law

Individual liberty

Mutual respect

Tolerance of those with different faith and beliefs

## **Golden Rules**

At St. Augustine's Academy, three Golden Rules have been established which we encourage the whole school community to live and learn by. Together, these rules form the heartbeat of our school. They are:

Show Respect

Be Kind

Try Our Best

## **The St Augustine's Way Activity Days**

The first 3 days of the Autumn term are special 'St Augustine's Way Activity Days' where classes complete a range of activities which teach and remind children about our school's rules and values. These 3 days set the tone of expectation for the year ahead and help to establish new and renewed positive relationships between staff and children.

## **Classroom Rules**

During the 'St Augustine's Way Activity Days', each class forms an additional set of class rules. These are class specific and aim to give pupils ownership of their environment.

## **Pupil Expectations**

Pupil expectations are important because they help children know what is expected of them, influence the overall school culture and inspire and challenge children to reach their full potential.

Expectations of pupils include:

- Pupils are expected to uphold our Christian and British values and Golden Rules
- Follow class rules
- Follow instructions given by staff (For safety and to aid learning)
- Care for our school environment and look after schoolbooks and equipment

- Dress smartly in school uniform
- Complete homework and hand it in on time
- Always be ready to learn.



## Rewards





While our aim at St Augustine's is to instil intrinsic positive behaviour, we also recognise the value of rewards to help foster a positive school environment. Rewards help to acknowledge good behaviour and encourage children to make positive behaviour choices. They encourage children to try their best, raise self-esteem and even raise achievement.

Examples of positive behaviours that may be rewarded are:

- Following the Golden rules and living out our school values e.g. showing compassion and kindness towards others, trying your best etc.
- Caring for the environment e.g. litter picking, recycling
- Working collaboratively with others
- Being a good listener
- Showing good manners
- Sharing resources
- Helping others
- Completing homework and other learning tasks
- Showing initiative
- Making good contributions and being an enthusiastic learner
- Following instructions carefully
- Managing emotions

The rewards used are as follows:

	<p>Praise</p>	<p>Children will be verbally acknowledged for showing positive behaviour/actions. Praise is often given in front of the class or whole school (Collective Worship) as well as on an individual basis.</p>
	<p>House Points</p>	<p>House Points are awarded to pupils for making a conscious effort to follow the school rules and values. These are recorded via the Dojo system and accumulate to gain stickers, certificates and awards.</p>

	Stickers	Stickers are awarded for pupils who champion the school's rules and values, often going above and beyond. After receiving 5 stickers, pupils receive a prize. Pupils, who receive a sticker from the Headteacher, record their achievement on a wall display and their parents/carers will be informed.
	Prizes	Children may choose a prize from the special prize box when they have achieved 5 stickers. The prize box contains a range of games, stationery items, keyrings etc. Whole class prizes are awarded when a class achieves 30 Undercover Pupil* gems. Rule Buddies** are placed on pupils' tables for demonstrating the Golden Rules.
	Certificates	House Point certificates are presented in class by the Class Teacher for accumulating set totals of House Points. Certificates for exceptional achievement are awarded in Celebration Collective Worships. Pupils receiving these certificates are recorded in school newsletters.
	Awards	Children who consistently follow the school rules and are good role models for others, can be nominated by staff to receive hot chocolate/ice cream with senior staff.  End of year trophies are awarded to pupils who are exceptional role models.

\* Undercover Pupil – Each day a pupil from each class is chosen as the undercover pupil. Throughout the day, the pupil's behaviour is monitored. If, at the end of the day they have consistently behaved well, their name is revealed and they are given a gem to add to a class jar. When the jar contains 30 gems, the pupils will then be awarded a pre-decided class prize. If a pupil does not behave well on the undercover pupil's day, then they do not receive a gem for the class jar. Their name will not be revealed.

\*\* Rule Buddies – There are 3 Rule Buddies, tying in with the three Golden Rules, present in each classroom. They are, 'Respectful Rhino', 'Kindness Koala' and 'Try Our Best Ted'. Throughout the week, class teachers issue Rule Buddies to pupils who have been ambassadors for the Golden Rules. Pupils keep them on their desks until they are issued to another pupil.

## Consequences

At St. Augustine's Academy, we also use a range of consequences. The aim of using consequences is to deter children from making poor behaviour choices and sends a message to the whole school community that their right to learn in a safe, caring environment is valued. Consequences also help children to take responsibility for their actions and learn from their mistakes in the hope that the same mistakes will not happen again.

Examples of unacceptable behaviours that may receive consequences are:


### *Low level unacceptable behaviour (Examples – Not limited to)*





- Calling out and interrupting in class
- Failure to follow instructions
- Disrupting the learning of others
- Not following classroom rules
- Drawing on exercise books
- Rocking on chairs

### *Serious unacceptable behaviour (Examples – Not limited to)*

- Discrimination and discriminatory remarks
- Harassment
- Cyberbullying
- Bullying (See Anti-bullying policy)
- Persistent and/or deliberate disruption to the learning of others
- Absconding from the classroom and/or the school grounds
- Throwing items in anger, either in the classroom or on the playground
- Theft
- Spitting and biting
- Threatening language
- Physical assault on adults or children
- Deliberate damage to property
- Possession and/or use of a weapon of any kind either actual or threatened.

The consequences used are as follows:

	Reminder	To correct low-level unacceptable behaviour, pupils will be reminded of the rule, prompted how to improve their behaviour, and given a chance to change.
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	<p>Reflection</p>	<p>Reflection time is used when a child needs time to reset. It will take place either within the classroom or in a safe space outside of the classroom. Children will be given a task to complete during this time e.g. classwork or a reflection sheet.</p> <p>Most reflection time will take place at the point of need. The length of the reflection time will be dependent on the needs of the child.</p> <p>For some more serious unacceptable behaviours, children may be given a more extended time away from the classroom. In these instances, parents/carers will be informed by the class teacher.</p>
and/or		
	<p>Restore</p>	<p>Children will be given the opportunity to restore relationships through restorative actions which (where possible) fit the behaviour e.g. writing a letter of apology, cleaning writing from a wall or desk, picking up litter or tidying a mess made in a classroom.</p>
	<p>Review</p>	<p>If a pattern of unacceptable behaviour becomes apparent, and the above strategies do not have the desired impact, then a review of the child's behaviour will take place. The child, parents/carers, the school and outside agencies (where appropriate) will work together to review behaviour and put a plan in place. This could be in the form of a behaviour plan being written or a review card being put in place to monitor behaviour. The class teacher/family support worker/deputy headteacher will liaise regarding reviews.</p>
	<p>Suspension/ External Exclusion</p>	<p>For serious unacceptable behaviours where a suspension or permanent exclusion are warranted, the Exclusion Policy will be followed.</p>

## **Additional information regarding Rewards and Consequences**

- **Headteacher/Deputy Headteacher Discretion** - In some circumstances, the Headteacher/Deputy Headteacher may escalate the consequence or reward.
- **Conflicting Accounts** - For incidents where conflicting recounts of an incident occur, pupils involved or witnessing the incident will be asked to produce a written account of what took place. (This may be in the form of a dictation to an adult.) When all accounts have been received, a decision by the investigating member of staff will be made as to the consequences to be issued, in accordance with the school's behaviour policy.
- **SEND Pupils** - For children demonstrating challenging behaviours, a separate behaviour plan may be developed and used. Our Family Support Worker and SENDCo (where appropriate) will work with the pupil and will liaise with parents/carers and any external agencies or professionals necessary. The class teacher will also be involved. The plan will be shared with all staff working with the child. Where a child with additional needs presents unacceptable behaviour, a consequence will still be applied. This will be dealt with on a case-by-case basis, taking into account the age, context, additional needs of the child and any external factors that may present an influence.
- **EYFS Pupils** - For pupils in EYFS, it is recognised that consequences need to take effect with immediacy for them to be effective. In EYFS and *KS1* particularly, children are still learning how to behave and an emphasis will be placed on teaching children how to behave.

## **Forgiveness and Celebration**

At our school, we have a restorative approach to behaviour and we believe in the power of forgiveness, and the importance of celebrating positive behaviour.

When a student displays poor behaviour, our primary goal is to help them understand that it's their actions, not their character, that are the issue. We expect all staff to work diligently to restore relationships affected by the incident. This involves open communication and a clear process for the student to make amends. Once this restorative work is complete, students should be genuinely and warmly welcomed back into the classroom and other school environments, signalling a fresh start.

Equally important is the celebration of good behaviour. We encourage everyone in our school community to acknowledge and applaud positive actions and achievements. When students receive recognition or rewards, we ask that their peers show their support and pleasure through applause and congratulations. This fosters a positive environment where good choices are valued and reinforced.

## **Pastoral Support**

Pastoral support is provided and arranged, by our trained Family Support Worker, for pupils with behavioural difficulties. Interventions and support groups are delivered by a range of staff to help children learn various strategies and mechanisms. Our aim is to establish the underlying cause of these challenging behaviours and to work with the pupil, parents and outside agencies as necessary to prevent them from reoccurring.

Pastoral support is also provided for children who have been affected by the impact of the challenging behaviours of others. We recognise that witnessing or being the target of disruptive actions can be distressing, and our priority is to ensure every child feels safe, heard, and valued. Following an incident, staff will check in with affected pupils and provide time for reflection and emotional regulation as required. Staff utilise restorative approaches as necessary to help children process their feelings and rebuild a sense of security. Sometimes small group or whole class sessions are used to ensure the wellbeing of the wider class community. We aim to ensure that no child's learning or happiness is sidelined by the actions of others.

### **Parents and Carers Expectations**

Parents and carers play a vital role in their child's education and can help support high expectations of behaviour in the following ways:

- Talk about school with their child encouraging them to share both the highlights of their day as well as any challenges.
- Inform the school if there is something worrying them or their child. Together, the school will work with parents/carers to solve the issue. In the first instance, parents/carers should contact the class teacher. The family support worker is also available to listen to worries about behaviour.
- Remember that there are 2 sides to every story; sometimes children do not share the whole truth, particularly if they think they might cause their parents/carers to be upset or disappointed in them.
- Teach their child to use words to express their feelings, and to ask for help when needed, rather than responding with aggression in a difficult situation. (See Zones of Regulation in children's Learning Journals.)
- Ensure their child wears the correct school uniform and has the equipment they need.
- Make sure that their child is a good school attender and is punctual.
- Demonstrate the same high standards of behaviour, that we expect of the children, when on school premises.

### **Staff Expectations, Training and Support**

As a school, we recognise positive behaviour must be taught and more importantly modelled by all staff – this is how children learn. We realise that as adults, we are

responsible for creating the culture of the school and therefore make it a priority that all staff understand and follow the school's approach to managing behaviour.

In order to help prevent unacceptable behaviour, staff will:

- Refer to the school's values and rules and Christian ethos, frequently throughout the school day
- Know our pupils e.g. Names, Needs, Likes and Dislikes, External Influences that may have an effect on their behaviour
- Praise children frequently and, for those pupils who often struggle with their behaviour, catch them being good
- Create a stimulating, well-resourced, well-organised environment
- Deliver lessons that are stimulating and well planned
- At lunchtimes, play games with the children and ensure that a range of games equipment is available for their use
- Rigorously deliver the school's PSHCE Curriculum
- Use distraction and de-escalation techniques when inappropriate behaviour is becoming evident

In addition, staff are expected to:

- Follow the school's Behaviour Policy 'The St Augustine's Way', issuing rewards and consequences as required.
- Have unconditional positive regard for all our children.
- Be clear, polite and firm. Always tell the pupil why, what they are doing, is not appropriate and remind them of the consequence that will occur if they continue the behaviour
- Use reasonable, proportionate and necessary responses to negative behaviour including using positive phrasing. For example, tell pupils what to do, rather than what not to do e.g. "Please talk more quietly," rather than, "Don't shout!"
- Establish positive, strong and professional relationships with pupils – 'Connection before correction'.
- Remove all shame associated with responses to negative behaviours.
- Talk discreetly to parents/carers about their child's behaviour so that other parents do not hear the conversation.
- Provide 'flexible consistency' for our children.
- Promote a culture of inclusivity.
- Diffuse negative behaviours before they escalate.
- Use 'Zones of Regulation' to encourage children to think and talk about how they are feeling.
- Allow space and time for children to be able to regulate their emotions and behaviours, modelling this with co-regulation.
- Know how to hold, and use, effective restorative conversations and body language.

- Follow the 'Red SOS Card System' – Each class has an SOS card which, in a crisis situation, should be taken by an available adult, or responsible pupil, to a senior member of staff. They will immediately attend the incident and give appropriate support and direction.

Staff are on the front-line when it comes to dealing with inappropriate behaviour of pupils and it is fully recognised that this can, at times, be difficult and distressing for all involved. It is important that staff are equipped, as far as reasonably possible, to deal with incidents of inappropriate behaviour and feel fully supported both during and after the event. This may be done through a variety of ways:

- Induction (For all new staff members)
- Red SOS Card – to access immediate help from a colleague
- Emotional support (Speaking to a colleague)
- Supervision session (With Family Support Worker, Deputy Headteacher or Headteacher)
- Utilising support from the Schools Advisory Service (SAS)
- Staff Training (This may take the form of individual coaching and mentoring, in addition to whole school training)
- Resourcing e.g. Walkie Talkie, calming toys for pupils
- Staffroom relaxation resources e.g. Adult colouring, Bible, relaxation books and materials

### **Positive Handling and Use of Reasonable Force**

There may be times when a child's behaviour places them at significant risk of harm to themselves, other children or staff, or at risk of serious damage to property. At these times, a variety of distract and divert techniques will be adopted by staff.

For some children, a change of scenery, a run around outside, or a special task e.g. taking a message to another member of staff may calm them. However, if these and all regular behaviour management strategies fail to de-escalate the behaviour, Team Teach/Positive Handling/Use of Reasonable Force methods may be used. In these situations, staff must consider their own safety, as well as that of the child/children involved and seek help via the 'Red SOS Card' if required.

Following the event of any of these techniques being used, the incident will be recorded in the Red Bound Book. The class teacher will meet with the child's parents/carers to explain what has happened and they will be asked to sign a written record of the incident in acknowledgement of the information being shared.

Further information can be found in our 'Positive Handling and Use of Reasonable Force Policy'.

### **Outside School and the Wider Community**

Pupils are expected to represent the school in a positive manner whether inside or outside of school and especially when dressed in school uniform. Any complaints from members of the public about anti-social behaviour by pupils at St Augustine's will be taken seriously and dealt with in-line with school policies e.g. Resolving Complaints Policy.

### **Recording**

Behaviour (except for verbal praise and reminders) is recorded on the school's behaviour log. The log is monitored by senior staff and Headteacher Reports communicate a summary analysis of behaviour to Governors on a half termly basis.

MyConcern is used to record behaviour incidents in addition to written incident forms. This approach helps to build profiles of pupils' behaviour.

Class books are also used by teachers to record behaviour reminders.

### **Monitoring and Review**

This policy will be reviewed at every 3 years or sooner if a need arises. Any changes will be communicated to children, staff, parents and carers as required.

### **Sources**

- Roots and Fruits 'Imaginer'
- DfE 'Getting the Simple Things Right: Charlie Taylor's behaviour checklist', 2011
- DfE 'Behaviour in schools: Advice for Head teachers and school staff', 2022
- DfE 'Behaviour and discipline in schools – A guide for Governing Bodies'

# The St Augustine's Way



FORGIVE

Consequences

Rewards

CELEBRATE



Suspension/  
Exclusion

Review

Restore

Reflection

Reminder

Praise

House Points

Stickers

Prizes

Certificates

Awards

