

# St Augustine's Catholic Primary School



## Positive Behaviour Policy 2025-26

***“We love and learn together by growing in  
friendship with Jesus”***

***Linked virtues:***

***‘Attentive and Discerning’***

***‘Compassionate and Loving’***

***September 2025***

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***This policy draws on best practice around restorative justice and nurture, along with the DfE September 2022 Behaviour in schools Advice for Head Teachers and school staff***

## **INTRODUCTION**

This Positive Behaviour Policy has been designed and created by various stakeholders at St. Augustine's Catholic Primary School. It is a working document in line with Government Guidance (2022) and restorative practice and Nurture principles. It has been tailored to reflect our school community and the nurturing vision of our school.

As a Catholic school, we believe that Christ is at the centre of everything that we do. Our ethos is driven by Gospel values, Catholic Social Teaching Principles and our Children's Charter; where we encourage and guide the children in our care to be more like Jesus every day. At St. Augustine's everyone considers themselves to be part of a family orientated Catholic community who wants to learn together in an environment where high expectations, kindness, respect, appreciation of self and others are all considered to be the norm; leading naturally to good behaviour.

A child's education and welfare is a tremendous responsibility. Given the privilege of sharing that responsibility with parents and family members, we hope that the partnership of home and school makes each child's years with us happy and successful.

It is our wish to praise, encourage and show gratitude for good behaviour but to understand, have a rationale for, and a range of sanctions and support when behaviour is not acceptable. We place all our considerations, rewards and sanctions before Christ and reflect them in our Mission Statement:

**"We love and learn together by growing in friendship with Jesus"**

## **INTENT**

This Positive Behaviour Policy aims to provide a clear mandate for each and every member of our school community. This has been broken down into 8 key aims:

1. To provide clear standards, boundaries and expectations for positive behaviour for children, staff, volunteers and parents which ensures the safety and well-being of everyone in school.
2. To promote positive behaviour and celebrate this through levels of reward and praise.
3. To foster a positive, caring and warm environment in which all children can reach their full potential and that optimum learning takes place, based around our Catholic ethos and the Nurture principles.
4. For children to take responsibility for their own behaviour so that they are able to relate well with other children and adults and regulate their emotions.
5. For children to consider the consequences of their actions and to be able to make amends if their behaviour is unacceptable through the use of restorative approaches.
6. To act as a guideline for all present and future members of teaching and non-teaching staff, ensuring all adults take responsibility for managing behaviour and follow up incidents.
7. To work in partnership with family members to encourage positive behaviour and effectively support more challenging behaviour.
8. To respond to the needs of those children and young people who have SEND, unmet attachment needs, have experienced trauma and loss and/or have had adverse childhood experiences.

## IMPLEMENTATION

At St Augustine's we use a relational approach to underpin our behaviour policy. This focuses on

-Developing Relationships

-Responding and Calming

-Repairing and Restoring

Consistency in understanding and in implementation is key – all staff are supported to implement the policy consistently by a visible and approachable leadership team, and through a programme of continuing professional development.

### Developing Relationships

Through clear structures, routines, boundaries and expectations we create a safe space for everyone in school to thrive. Positive relationships are key – our pupils need to know that we know them well, care for them and want the best for them. We know that 'connection before correction' is important. All members of St Augustine's Catholic Primary School display characteristics which reflect their faith and demonstrate their caring, reflective and empathetic natures. Staff provide a consistent, reliable and trustworthy base for children, both physically and emotionally. We prioritise taking the time to get to know our pupils despite the busy-ness of our school days. This can be as simple as greeting children at the classroom door, asking how their weekend was, or how they are feeling today.

Our children need to know that their behaviour – both positive and negative – matters and will be noticed. We respond to pupil behaviour consistently.

At the beginning of each school year, the teacher will determine their own class contract for behaviour to clearly state boundaries. We have one rule that encapsulates all behaviours: **Being Great for God**. This relates to our words, actions, how we treat others and the effort that we put into everything.

Boundaries that children are expected to follow include;

- Follow school rules and the class rules – simply 'Being Great for God'
- Follow the Gospel Virtues and British Values set for them and try to be more like Jesus Christ, showing compassion, understanding and forgiveness to those around them.
- Understand and act out our school mission statement, treating all members of our school community with respect, dignity, and love.
- Always try their best- listen, work quietly, and follow instructions.
- Be proud of who they are, celebrate their achievements and believe in themselves because we believe in them too.
- Ensure they are behaving safely in class and on the playground, including, walking quietly and sensibly around the school building, especially at lunch time and in-between lessons.
- Avoid bullying others and inform members of Staff if they are being bullied or witness bullying', not be a bystander or collude with others.
- Be polite and helpful and look after our school building and resources.
- Show honesty, a willingness acknowledging wrong choices, to be sorry and put things right.
- Show willingness to collaborate with others (children and adults) take turns, respect the views of others, manage challenges and disagreements.
- Be aware of own their behaviour and how it will impact on others.
- Year 6 pupils being role models, setting a good example for the younger children to follow.
- Being punctual for school and lessons; having excellent attendance and showing a willingness to learn.

It is important for staff to deliberately and persistently 'catch' the children being good. Within the classroom it includes, smartness and tidiness, a highly absorbed and motivated learning environment, an ability to manage one's own distractions and to help others avoid/manage distractions. These characteristics are supported by the ethos of the school, the positive reinforcement of the acceptable qualities, the pride children feel for their school and their own positive self-image and self-belief.

Some of the ways positive behaviour is recognised and praised includes,

- Family points (for Years 1-6, awarded using ClassDojo)
- Stickers and sticker charts
- Mention on the 'Celebration frame' including a certificate of recognition to take home
- Sending positive messages home to celebrate good work, kindness or good behaviour. This could be communicated verbally, through use of the Home/School Link book and Reading Record book or through resources such as praise pads.
- Class rewards will be given at the discretion of the Class Teacher linked into class behaviour system that is in place (marbles, raffle tickets, small prizes etc.)
- Listening Stickers for good listening skills (mainly within Foundation Stage)
- Virtues stickers (Nursery – Year 6) during assembly
- Visits to the Head Teacher to show good work or have a sticker or certificate for exceptional positive behaviour etc.
- Attendance prizes (attendance mascot etc).

### **Lunchtimes**

At lunchtime children are under the care of the Lunch-time Supervisors (LTS) working in liaison with school staff to ensure the happiness, safety and security of each child. To make dinnertimes a happy, safe time with good behaviour by all, it is important that the following expectations are applied:

- Play together and look after one another.
- Respect the LTS and obey their instructions/guidance as they would their class teachers.
- Children should go promptly onto the playground only returning to the school building when told or if they ask permission.
- Children should treat play equipment with respect and collect it up at the end of dinnertime when the bell rings.
- Children should not be in class. If a child has to stay in for health reasons they should be in the area by St Augustine's room.
- Walk sensibly to their lines when the bell rings and remain quiet going into the school building.
- Children must know of the rules for wet dinnertimes:
  - Remain seated to play board games/colour/read/chat
  - Only use equipment that is agreed for wet playtime (no use of scissors or glue sticks)
  - When moving around the classroom, children should always walk
  - Listen to instructions given by the LTS
  - Tidy away equipment after you have finished using it so that that classroom is ready for lessons after break/lunchtime
  - Stay in classrooms (avoid annex areas)
  -

Peer listeners and active play heroes also support pupil wellbeing at lunchtimes.

## **Responding and calming**

Rooted in our nurturing environment, staff understand that all behaviour is communication, and our feelings and emotions affect behaviour. Through the use of Zones of Regulation, children learn that all feelings and emotions are ok, but all behaviours are not. Staff take a curious approach towards inappropriate behaviour; understanding that this can sometimes be the result of educational need, trauma, mental health issues, or other needs or vulnerabilities, and we will address these needs via an individualised graduated response. We want all pupils to work towards our expected standard for behaviour, but we know some pupils will need more support than others to get there and behavioural expectations are based on a developmental level. Despite building positive relationships, there are times that inappropriate behaviour occurs. This may include;

- Disrupting their peer's learning including shouting, unnecessary talking in class or deliberately distracting others
- Poor listening and concentration
- Rudeness, impoliteness or disrespect to any member of the school community
- Cruelness or unkindness, whether verbal or physical
- Disrespect for others or school's equipment, environment or belongings
- Swearing
- Lying
- Bullying (including online)
- Racial abuse/racial language
- Malicious accusations against school staff

When dealing with negative behaviour, staff model remaining calm including use of tone, language and body language and react with empathy. If poor behaviour in the classroom is disrupting others, children may be removed to an area of the classroom to work separately. If necessary, children may be sent to another classroom to complete work/tasks that they can pursue individually (not reading a book).

Through the use of Zones of Regulation, we teach children to understand and recognise their emotions and build strategies to manage them. We teach children to have the vocabulary to discuss how they feel. Where possible, staff will support children through co-regulation. For some pupils who struggle to regulate, a co-regulation plan may be put in place.

On rare occasions, de-escalation and co-regulation may not work and a child may reach crisis point. On these occasions, positive handling may be used. Staff will

- Move calmly and confidently
- Make simple, clear statements
- Intervene early
- Try to maintain eye contact
- If necessary, summon help before the problem escalates
- Remove audience from the immediate location

Specific advice is available in "Use of Reasonable Force – advice for school leaders, staff and governing bodies" <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm - [Searching, screening and confiscation in schools - GOV.UK](#)

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

When Positive Handling is used, a form will be completed and a copy of this will also be sent home (Appendix F).

### **Repairing and restoring**

When low-level negative behaviour has taken place, children will receive clear warnings and will be given chances to amend behaviour before a consequence is put in place and a behaviour log is issued. Where a more serious incident has occurred, a behaviour log will be issued straight away. When a behaviour log is issued, a restorative conversation will take place between a member of staff and the pupil to support children to understand that there is always a way to turn behaviour around, repair a relationship and put things right. This conversation includes reflection on the following;

- What happened?
- What were you thinking/feeling at the time?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently?

Visual prompts are used to support children with these conversations.

Any incident that has resulted in a restorative conversation is recorded in a behaviour log to monitor pattern's of behaviour (Appendix B).

As part of the restorative conversation, children and staff will decide on a fair and logical consequence of their behaviour. Consequences should be,

Related – must be related to the behaviour

Respectful – ensure not to blame or shame the child

Reasonable – the child needs to see that the consequence is reasonable. Some children may need support with this. Before a consequence is discussed with pupils, adults must be sure that it can be carried out – if we can't, pupils will not believe in future consequences.

Whenever sanction is applied the following must be adhered to:

- Respect – the children must understand it is the action that is not liked not the child
- Learning should be as uninterrupted as possible
- Children should be not humiliated or frightened
- Children should not be given work as a sanction that could result in a negative attitude to certain subjects.
- Children may well become upset, ashamed of their actions and even tearful but they must be given opportunities as soon as possible to say sorry and to make amends in appropriate ways
- We are all children of God who can easily do wrong. Jesus teaches forgiveness and He is our example.

Consequences could include;

- Missing of playtimes to complete an activity to make amends e.g. helping to fix something they have broken, writing a letter of apology, helping to tidy up, doing something kind for someone they have upset.
- Losing privileges such as being part of the football team or a ban on football at break time.
- In Foundation Stage the children may have 'Time Out' away from distractions.

Parents/ carers will be notified verbally when their child receives their first and second behaviour logs. Discussion with parents may be appropriate on the playground at the end of the day but in a caring, sensitive way or alternatively a phone call home or note in the home/school link book to inform them of the incident. After a child has received their 3<sup>rd</sup> behaviour log, a letter is sent home to the parents.

### **ESCALATION TIERS**

The class teacher will be the first person to deal with a child's behaviour. Following this, if poor behaviour continues then the following escalation tier applies:

- Senior Leaders - Mrs Goodwin (EYFS & KS1), Mrs Griffiths (KS2)
- Deputy Head (Miss Harwood)
- Head Teacher (Mrs Foley)

Examples of behaviour that might be escalated are:

- Involvement in systematic bullying
- Offensive behaviour/language to an adult or member of staff
- Physically hurting another child intentionally/severely
- Vandalism to school property
- Verbal/racial abuse of a deliberate nature
- Malicious accusations against school staff
- Any low-level behaviour that is not improving over time, and with support

In the case of serious or repeated behaviours the child/children may be sent to the Head Teacher straight away. Staff should always inform the Head Teacher of issues that have been dealt with. We are committed to preventing child-on-child abuse through a culture of respect, clear boundaries, and early intervention; any incidents are taken seriously, investigated promptly, and addressed in line with our safeguarding and behaviour procedures to ensure the safety and wellbeing of all pupils.

As the level of consequences escalates, so does the level of support put in place. This could be from the class teacher/ TA, the SENDCo, or an outside agency such as SOLAR or the SISS SEMH team. See Appendix A for further information.

### **SERIOUS BEHAVIOUR ISSUES**

In the case of serious behaviour issues, parents/ carers will always be invited into school to meet with the Head Teacher in order to plan for improvements and changes in behaviour. In extreme cases a child may have to be suspended or permanently excluded. This will usually be after a graduated response of support has been implemented. The decision to exclude lies with the Head Teacher and the DfE Guidance – Suspension and Permanent Exclusion Guidance (May 2023) is followed.

## **RIGHTS AND RESPONSIBILITIES OF ALL STAKEHOLDERS**

Staff have high expectations of the whole school community (parents, governors, staff and pupils) in relation to their behaviour.

We acknowledge and understand the important role that we have as members of staff and recognise the positive influence we can have on our children. As a school, we are proud to say that we are part of a much wider community. This includes a wide range of different parties, including family members. Working in partnership together, we have devised the following rights and responsibilities to ensure that all stakeholders are brought together to deliver the aims of the policy:

### **Our school will aim to:**

- Deliver the highest possible standards of excellence for our children, in all areas of school life.
- Provide a wide ranging, engaging curriculum, tailored to suit the needs of all learners.
- Provide a safe, nurturing and happy environment with help and encouragement to ensure that every child does the best they can do.
- Have clear structures in place describing rewards and sanctions used in school.
- Adapt to the needs of a 21<sup>st</sup> Century world and provide opportunities for children to grow and develop as individuals.
- Be open and welcoming at all times and offer opportunities for parents to become involved in the daily life of the school.
- Provide regular information about school events and each child's progress and behaviour.
- Parental engagement is an important element of effective whole-school behaviour management – we communicate clearly, honestly and empathetically with our parents on whole school and individual approaches.
- Use a graduated approach to support SEMH needs
- Provide ongoing CPD for staff in relation to behaviour, wellbeing and mental health support for children, including induction on this policy for new staff.

### **Our parents/ carers will aim to:**

- Make sure your child is punctual, attends school regularly and that you notify the school as early as possible on the day of absence.
- Support the school in delivering the school's policies on discipline, uniform, jewellery and medicines; being aware of contents and aims.
- Commit to the school's overall priorities.
- Communicate effectively with staff, follow the Parent Code of Conduct and provide necessary information linked to behaviour patterns.
- Ensure that the children are brought into school rested and ready for learning.
- Attend Parents' Evenings and respond to other means of communication to discuss children's progress.
- Not allow their children to bring mobile phones into school.

### **Our staff should aim to:**

- Follow the Gospel Virtues and British Values set for them and try to be more like Jesus Christ.
- Take time to welcome the children at the start of the day.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Be aware and watchful, demonstrating unconditional care and compassion.
- Give children a fresh start every day.

- Be just, consistent and fair.
- Remain calm and model emotional regulation
- Use Curriculum time to reinforce the Policy and raise awareness of pupils (including cyber-bullying).
- Use materials such as Jigsaw, Life to the Full and Zones of Regulation videos to help the children develop social skills, respect for others, self-respect and self-esteem.
- Actively promote the 6 Nurture principles within their classroom.
- Treat all incidents in accordance with Policy guidelines.
- Follow Action Flow chart in Appendix 1.

**Our Governors should aim to:**

- Monitor and evaluate this Policy and its success in preventing and reacting to bullying within St. Augustine's Catholic Primary School.

**DfE Guidance**

*This policy provides a framework to manage pupils' behaviour; creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning (DfE, Sept 2022). In addition to a relational and nurturing approach, St. Augustine's also work under the following DfE guidance, where necessary:*

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).*
- *Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school (e.g. non-criminal poor behaviour, bullying, online conduct, travelling to or from school, when wearing a school uniform, or when can be identifiable as a pupil at the school, poses a threat to another pupil or could adversely affect the reputation of the school).*
- *Staff should consider whether any reasonable adjustments need to be made to the sanction in response to any disability a pupil may have (Equality Act 2010).*
- *There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children (DfE guidance July 2013).*
- *School staff can confiscate, retain or dispose of a pupil's property where it is deemed to be inappropriate or dangerous.*
- *Removal of a pupil from the classroom is permitted (to maintain the safety of all pupils, to enable dysregulated pupils to be taken to a place where education can be continued or to allow the pupil to regain calm in a safe space e.g. St Augustine's Woodlands room (sensory room).*
- *Head Teachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour.*
- *Managed moves may take place (only when it is the pupil's best interest).*
- *Staff follow up to date guidance on specific behaviour issues (KCSIE)*

## ANTI-BULLYING

Part of St. Augustine's Mission Statement, we hold dear the fact that:

***"In our School family we are all valued, loved and respected and each child is nurtured through the love of Jesus to reach their full potential."***

If we are to be true to this aim, Bullying, in any form, is totally unacceptable. To be sure that bullying does not feature in our school community we must clearly identify what constitutes bullying.

### WHAT IS BULLYING?

Bullying is deliberate, conscious, hurtful behaviour that is sustained and/or repeated over time. It features behaviour where one individual, or a group of individuals, use power to intimidate another individual. Solihull's definition of bullying states:

*"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."*

Bullying can be:

|                  |   |  |
|------------------|---|--|
| <b>Physical</b>  | - | hitting, kicking, pinching, taking others belongings     |
| <b>Verbal</b>    | - | name calling, insults, teasing                           |
| <b>Emotional</b> | - | spreading nasty stories, exclusion from social groups    |
| <b>Cyber</b>     | - | bullying via the internet, mobile phone, digital devices |

Bullying can happen in all walks of life – pupils, adults, staff members.

### In our school bullying does not include:

- One off acts of aggression on the spur of the moment
- Retaliation
- Accidental hurts caused through acts of thoughtless acts or words

### A COMMON APPROACH

All members of the school community will be vigilant and consistent in ensuring bullying is not tolerated. We will do this by:

- Raising awareness of bullying, its definition and total unacceptability through Assemblies, Curriculum time, RE time, Anti-bullying week and through Citizenship/PSHE work.
- By encouraging the whole school community to be alert to the signs of bullying, e.g.:
  - absences
  - deterioration in work/behaviour
  - loneliness or isolation
  - a wish to remain with adults
  - a desire to avoid playtimes
  - a desire to avoid PE or particularly changing times

Parents may become aware of some of the **following changes in behaviour** [this list comes from Kidscape materials and could indicate Bullying]:

- a fear of walking to/from school
- a wish to change their route to school
- a wish to suddenly be taken to/collected from school
- coming home with clothes/belongings damaged
- become withdrawn/distressed
- become upset on going to bed, suffer bad dreams
- be unwilling to talk about school

In dealing with incidents of Bullying we believe that the following are vital in our desire to combat incidence:

1. An honest, open approach:  
This includes naming children and speaking to them honestly from the very first moment of concern (to try and discuss Bullying without naming names means that children can remain unaware, confused and those on the edge of bullying uncertain of their role).
2. This honesty must also apply to allegations made against a child who has made an allegation against another. To not discuss all views honestly, with children and parents, is to allow situations to fester and never be resolved.
3. At some point Parents may need to meet together, possibly with their children, to identify a pathway satisfactory to all. To enable this, a second person, usually the Deputy Head or a Senior member of staff will be present at all meetings and record the matters arising.

### **APPROACH TO COMBAT BULLYING**

The Governing Body has set down the following guidelines for the implementation of the anti-bullying policy of St. Augustine's Catholic Primary School.

1. Every member of the teaching and non-teaching staff will be on the alert for signs of bullying and will bring any suspicions or reported incidents to the immediate attention of the Head Teacher.
2. Every member of the teaching staff will know the pupils in their class so as to be aware of any difficulties which individual pupils might be experiencing.
3. Every member of the teaching staff will ensure that all pupils understand what to do if they are being bullied.
4. All complaints of bullying will be taken seriously and investigated thoroughly and the Head Teacher will decide on the justification of any complaint and the course of action to be taken. To be seen to act is as important as taking action – silence and secrecy nurture bullying. The Head Teacher will ask the member of staff to produce a written account of the incident and subsequent actions.
5. When a complaint is upheld the subsequent reaction must:  
Ensure the victim feels safe  
Encourage better behaviour from the bully/colluders
6. Where a complaint of bullying is upheld the parents of all children involved will be contacted by the Head Teacher by telephone or in writing (and recorded).
7. If any of the parents wish to appeal against the decision of the Head they have the right to appeal to the Disciplinary Committee of the Governing Body and should write to the Chair of Governors outlining the grounds for the appeal.
8. The Disciplinary Committee will meet and consider all the documentation, hear any personal representations necessary, before notifying their decision to all parties.

#### **Supporting the child who is being bullied**

- We must ensure the child knows that this behaviour is not their responsibility or their fault.
- We must be ready to listen and support the child with honest and achievable approaches/reactions.
- Encourage assertiveness training for all and give advice/strategies that the child can use to combat the bullies, to be assertive and to relay incidences.

### **Changing the behaviour of the bully**

- 'Bullying is an anti-social behaviour – increasing alienation and anxiety through punishment is unhelpful. Effective action must be taken and improved behaviour must be the result with no action that results in revenge on the victim.'  
*[Taken from Maines and Robertson 1992]*
- Use of a no-blame approach that is effective, leads to changed behaviour in the bully and does not put the child who is being bullied at risk.
- Provide advice or strategies that combat the need to bully and encourages respect for others and the ability to socialise and relate to one another.
- Identify actions that may be deemed sanctions, to help the 'Bully' understand the distress they have caused and make amends.
- Ensure that the colluders understand their role in the distress of the 'victim' and that they understand their responsibilities.

### **BEYOND THE SCHOOL GATE**

Whilst this Policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our Policy covers inappropriate behaviour when children are:

- Taking part in any school organised/related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some way identifiable as a pupil from our school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In the incidences above, the Head Teacher may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

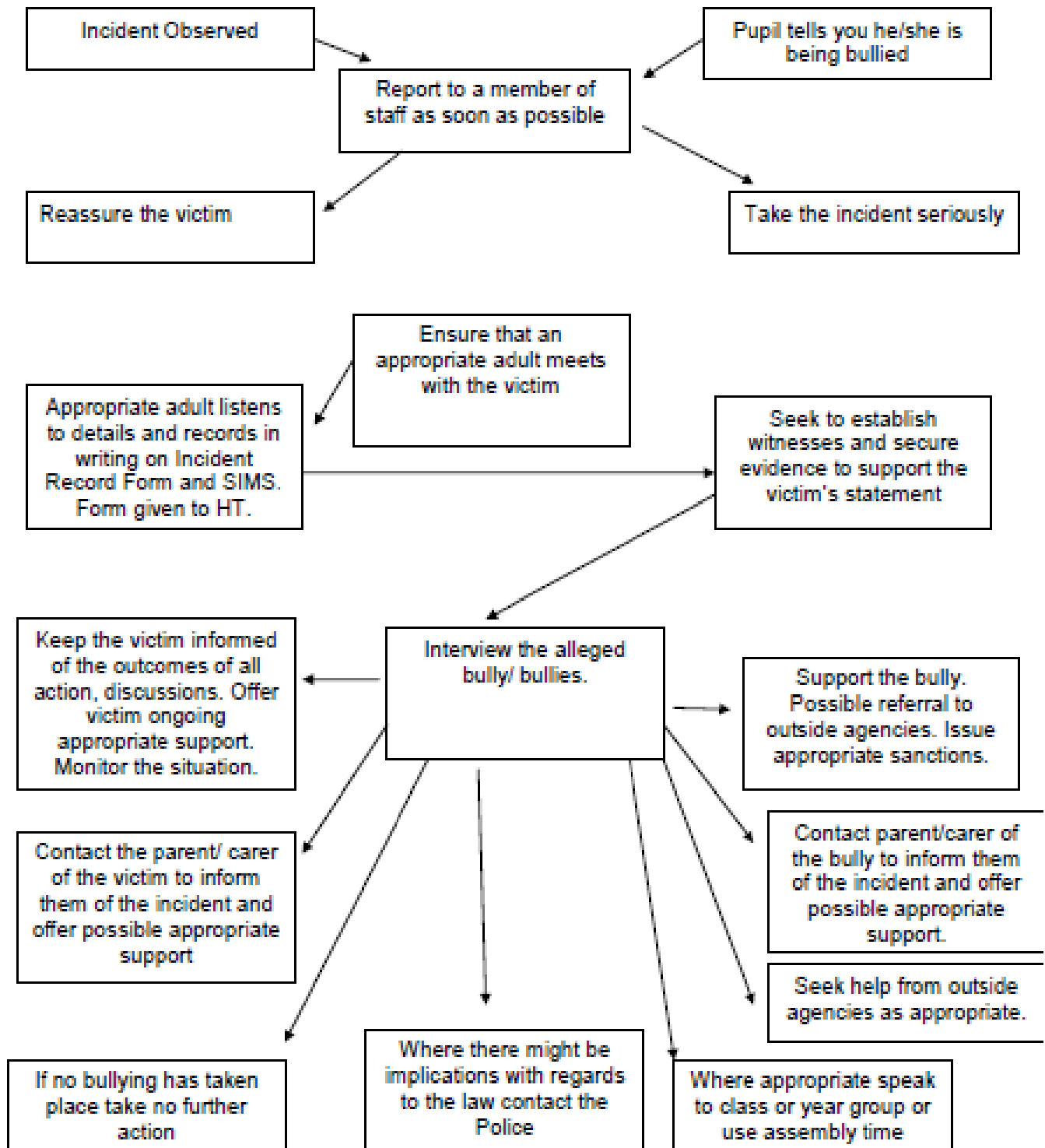


# ANTI-BULLYING - ACTION FLOW CHART

APPENDIX A

## Action Flow Chart

## Appendix 1



There is a behaviour management system in all classrooms which the children understand. Generally, if poor behaviour starts, then the child should have a chance, followed by a warning. On the 3<sup>rd</sup> repeated incident, the child will receive a Behaviour Log, a restorative conversation will take place and the class teacher will fill out the Behaviour Log form. This helps them to reflect on their poor behaviour and think of ways to stop it from happening again. Any Behaviour Log that gets filled in is filed in the class Behaviour Folder. A 3<sup>rd</sup> Behaviour log leads to a letter being sent home to parents. Depending on the type of incident that has occurred e.g. swearing, racial language, fighting etc., then a Behaviour Log will be given in the first instance.

**Letter 1 – Class Teacher led**

When there are 3 Behaviour Logs filled in. The Deputy is told about this child's behaviour.

**Letter 2 – Class Teacher led**

No improvement with behaviour – they may have filled in further Behaviour Logs. This is left up to Class Teachers' discretion. The Head is informed about the child's behaviour. A Behaviour Chart (smiley faces) must start for 2 weeks – a target is set with the child. Meeting with parents/guardians.

**Letter 3 – Deputy led**

Behaviour Chart (new sheet). 2 weeks. Meeting between Deputy, teacher and parents/guardians.

**Letter 4 – Deputy led**

Individual Behaviour Plan to be put into place with advice from SENDCo and external advice may be required. Another meeting will take place. The child's behaviour is monitored by the Deputy/SENDCo for a week.

**Letter 5 – Head Teacher led**

Behaviour monitored by the Head Teacher. 1 week. Further meeting with parents/guardians.

**Letter 6 – Head Teacher led**

Meeting between Head Teacher, Deputy and parents/guardians.

**Letter 7 – Head Teacher led**

Fixed term exclusion (amount of days to be decided at the time). Review meeting to take place with Chair of Governors, Head Teacher, Deputy, SENDCo, parents.

**Letter 8 - Chair of Governors led** - Permanent exclusion from the school

**Please note:**

- **If there are significant improvements in your child's behaviour, then a Positive Letter is sent home and praise is given to your child.**
- **Any meeting that takes place, minutes must be recorded and signed by all present at the end of the meeting. Teachers are to keep a log of any form of parent contact that is made. This should be kept in the front of the Behaviour folder.**

**This Policy was reviewed and agreed by staff: September 2025**

**And Affirmed by the Full Governing Body at their meeting: October 2025**

**Review date: September 2026**

# St Augustine's Behaviour Log



Pupil:

Staff member:

Has a restorative conversation taken place? Y/N

Date:

Day of the week: MON / TUE / WED / THURS / FRI Time:

Location:

Specific task / activity:

| <b>ANTECEDENT</b><br>(What happened in the build up to the incident?<br>What was the trigger for the behaviour?) | <b>BEHAVIOUR</b> | <b>CONSEQUENCE</b> |
|--|------------------|--------------------|
|  |                  |                    |

# Good Behaviour Chart






































APPENDIX C

Pupil Name: \_\_\_\_\_

Targets: 1)

2)

3)

| Date      | 9:10-10:15  | 10:15-10:30am<br>Break  | 10:30-11:30am   | 11:30-12:15pm  | 12:15-1:30<br>Lunch   | 1:30-2:30pm   | 2:30-3:30pm   | Spellings &<br>Tables | Reading<br>Diary |
|-----------|---|---|---|--|---|---|---|-----------------------|------------------|
| Monday    |    |    |    |    |    |    |    |                       |                  |
| Tuesday   |    |    |    |    |    |    |    |                       |                  |
| Wednesday |   |   |   |   |   |   |   |                       |                  |
| Thursday  |  |  |  |  |  |  |  |                       |                  |
| Friday    |  |  |  |  |  |  |  |                       |                  |







## Use of Positive Handling to Control or Restrain Pupils: Incident Record

Details on whom positive handling was used:

Name of pupil/pupils:

Class:

Date:

Time:

Location of incident:

Names of staff involved, (directly or as a witness)

Member of staff name:

Any other staff supporting:

Any staff witnesses:

Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons

Description of the incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used

Reasons for using positive handling and description of method used

Any injury suffered by staff or pupils and any first aid and/or medical attention required

Follow up, including post-incident support and any disciplinary action against pupils

Any information about the incident shared with staff not involved in it and external agencies

When and how those with parental responsibility were informed about the incident and any views they have expressed

Has any complaint been lodged (details should not be logged here)?

Report compiled by:

Name and role:

Signature:

Date:

Report counter signed by:

Name and role:

Signature:

Date: