

ST. AUGUSTINE'S CATHOLIC PRIMARY SCHOOL



Relationship and Behaviour Policy

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MISSION STATEMENT

Our Catholic school is united in God's love, enabling everyone to grow in love for one another and to develop in faith. We strive for all children to achieve their best by becoming active and confident learners in a nurturing and caring environment.

We guide everyone to shine in their own unique way.

'Unique and United in God's love. We let our light shine'

At St Augustine's Catholic Primary School, it is the belief of the Staff and Governors that we aim to foster good behaviour in our school by providing a supportive, caring and secure environment. Our behaviour policy is based on the gospel values of love, respect and forgiveness and supports our mission statement and therefore the aims of the school.

It should follow that all children receive the opportunity to develop their personal potential through the provision of a broad and balanced curriculum that recognises their social and emotional development and provides access to appropriate learning opportunities within a structured and fair environment with clear boundaries and expectations of behaviour. It is to be noted that, on occasions, some children may require a more bespoke behaviour approach as a one size strategy, does not meet all children's needs. In these cases, behaviour incidents will still be recorded but incidents will be dealt with in line with their needs and their understanding.

The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged encouraged, valued, accepted and celebrated.

This policy is a working document and as such is accessible to all members of staff and parents. It will be regularly discussed and reviewed.

This policy was developed with the support of all teaching and non-teaching staff, school governors and the parents and families of children at St. Augustine's School.

This policy links to the following school policies:

Safeguarding (Child Protection) Policy

Anti-Bullying Policy

Attendance Policy

Drugs Education Policy

E-safety/ IT Policy

Parental Complaints Policy

Equality Policy

HRSE Policy

Aims and expectations

- It is a primary aim of our school that every member of the school community feels safe, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour and relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our school values always promote this through all we do.
- We acknowledge the intrinsic right of every pupil to be treated with care and respect irrespective of gender, race and/or social circumstances. It is the duty of every adult in school, both salaried and voluntary to ensure that such basic human rights are guaranteed.
- We aim to help pupils share together in a cooperative manner. We strive to help the children to appreciate their own and other pupil's strengths and areas for development and to develop life skills appropriate for Christian living.
- Our school has expectations, but our approach is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an environment that is effective and considerate, which is nurturing, empathetic and respectful.
- The school promotes positive behaviours that are good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- The school expects every member of the school community to behave in a considerate way towards others. We require all adults to provide a positive model of behaviour by treating children, parents, and one another with friendliness, care and courtesy.
- The school serves a multi-ethnic community and pupils from a variety of religious and ethnic backgrounds attend the school. Whilst we endeavour to provide a Catholic education for all our pupils, we proclaim our commitment to respecting the beliefs of others.
- We aim to build a community based on British Values, mutual respect and understanding.
- A restorative approach is promoted in school which encourages children to establish what went wrong and why, but also then have the skills to negotiate and succeed in conflict resolution for future incidents.

The role of the Staff

- It is the responsibility of all staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- Our staff in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability.
- Our staff treats each child fairly and follows the policies consistently. All staff treat all children in their classes with respect and understanding.
- If a child misbehaves in our school, the staff records such incidents on CPOMS. In the first instance, the class teacher deals with incidents themselves in the agreed manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT Team, the Counsellor and/or the Family Support Worker.
- The HT and FSW liaises with external agencies, as necessary, to support and guide the progress of each child and may, for example, discuss the needs of a child with the social worker or LEA behaviour support service. This is always shared appropriately with staff as is necessary.

- The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent at any time, if there are concerns about the behaviour or welfare of a child.

If concerns regarding behaviour persist, staff may implement a weekly Behaviour Chart. This will be introduced following consultation with staff, parents, and the pupil to ensure that the plan is achievable, consistent, and focused on promoting positive changes that encourage improved behaviour. Examples of positive changes may include:

- Demonstrating respectful communication with peers and adults.
- Completing tasks within agreed timeframes and maintaining focus during lessons.
- Following classroom routines independently, such as lining up calmly and transitioning between activities.
- Engaging positively in group activities, contributing ideas and listening to others.
- Using appropriate language in all interactions.
- Managing emotions effectively, such as using agreed strategies to stay calm.
- Showing responsibility for personal belongings and school equipment.
- Responding to adult instructions promptly and appropriately.
- Displaying kindness and cooperation during playtimes and in shared spaces.
- Making consistent efforts to improve attendance and punctuality, where relevant.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head teacher keeps records of all reported serious incidents of misbehaviour.
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to read the *Home School Promise* (Appendix 1) on the Website and as a member of our community accept them, support them to ensure their child has a successful education at St Augustine's.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school must use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If the concern remains,

they should contact the Head of the Key stage, or the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented; this is where the Governing Body will become involved.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour; and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Rules/code of conduct.

At St. Augustine's we expect everybody to show love and respect to everyone and to treat each other as they wish to be treated themselves. We feel we should not live by whole school rules but by a set of overarching core values that govern our actions. These values are based on the qualities that we consider our pupils need to develop into good learners, citizens and members of living faith communities. They are based on both Gospel and moral values. We have ten school values:

	Value
September	Manners
October	Responsibility
November	Care & Compassion
December	Respect
January	Honesty & Truth
February	Peace
March	Patience & Tolerance
April/ May	Thoughtfulness
June	Forgiveness & Justice
July	Friendship

- At the beginning of each month the focus value will be introduced in an assembly, and they are then referred to as needed to remind the children how they should be acting during PSHE/ Collective Worship and after behavioural incidents.
- At the start of each school year, the classes set up their own Class Charters outlining the rights and responsibilities they will work by.

Rewards

- Our policy is weighted in favour of rewards rather than sanctions and we look to motivate children by the positive reinforcement of good behaviour.

- Praise is used as a powerful reward for good behaviour. It is given both privately and in public, to groups and to individuals. We reward the steady maintenance of good standards, special achievements and kindness to and concern for others.

Rewards may include and take the form of:

- Encouraging smiles from the staff
- Verbal commendation
- Team points- all children belong to a team, and their points contribute to a weekly total, which is announced in assembly. We also acknowledge the children in each class who have scored the most team points for that week.
- Stickers
- Positive comments in workbooks and home/school diaries
- Class certificates
- Children sent to Head teacher/ another teacher for praise
- Parents informed of good behaviour
- Work displayed
- Extra responsibilities given
- Positive behaviour charts
- Shining Light/ Value Pupil of the week award is given to children in each class who 'shine' throughout the week.
- Please see the hierarchy of rewards in the table in [Appendix 2](#).

Sanctions

All behaviour incidents are recorded on CPOMS, with reasons clearly noted. These incidents may result in time-based sanctions, during which a restorative conversation or reflection time will take place. This process is intended to repair relationships and restore a positive learning environment when things go wrong.

- We operate a traffic light behaviour system in school that is a graduated response to behaviours that may be escalating. The behaviour system has been designed in consultation with the School Council, who researched what causes worry or concern for the children in class and during break times, that affects learning and play.
- Incidents of behaviour will result in the reasons being noted down on CPOMS, this may then result in time sanctions, where a restorative conversation or reflection time will take place. This allows for relationships to be mended when things go wrong and supports the restoration of positive relationships and helps to repair trust.
- This restorative work will happen as soon as is reasonably possible, with the class teacher in the first incident, a member of the pastoral team, or for more serious incidents; reflection time with a member of SLT.
- Red behaviours are serious incidents, that will result in reflection time with SLT and parents are informed. Where possible staff will endeavour to have this conversation face to face, but it may be necessary over Class Do Jo or telephone call. If a child has incidents of persistent negative behaviour they may be placed on a Behaviour Chart for an agreed time with weekly meetings or daily if parents prefer – Please see [Appendix 3](#).

Our graduated restorative approach

- Restorative work will occur as soon as reasonably possible.
- First incidents: Led by the class teacher.
- Repeated or more serious incidents: Supported by a member of the pastoral team.

- Serious incidents: Reflection time with a member of the Senior Leadership Team (SLT).
- Red Behaviours: Red behaviours represent serious incidents and will result in reflection time with SLT. Parents will be informed, ideally through a face-to-face conversation; however, communication may also occur via Class Dojo or telephone if necessary.
- Persistent Negative Behaviour: Where a child demonstrates persistent negative behaviour, they may be placed on a Behaviour Chart for an agreed period. This will include weekly review meetings, or daily meetings if parents prefer. (See Appendix 3 for further details.)

Sanctions are consistent throughout the school and include our graduated response in Appendix 4. Our sanctions are gradual that allow for intervention and restorative practices to be implemented at each stage. There may be natural consequences, for example,

- Timed time out
- Walking round with teacher
- Opportunity to calm down/ reflection time / regulation area
- Unable to represent school in events

Guidelines for managing volatile/violent incidents – For Staff

- Stay calm and use non-threatening body language
- Remove the child from any 'audience' (or the 'audience' from the child)
- Give the child a way out of the situation with you both being able to 'save face'
- Only use physical restraint if a child is in danger of hurting themselves, others or property
 - Refer violent incidents to the Headteacher or Assistant Headteacher of each Key Stage.
 - (See policy on the Safe Handling of Pupils)
 - Record on CPOMS as appropriate

Role of the Pupils in managing behaviour in school: Self Assertion

In helping each child to value themselves, we assist them in recognising their own self-worth and that of others around them. When children are secure and confident they can accept the concept of assertiveness. Assertive children are happy and confident and know that they have rights and are not to be dominated or put on by others. Children do not desire to dominate others, but they need to be able to accept opinions other than their own. This aspect of assertiveness depends on the understanding of parents and the whole school staff. It is important that we work together and that the children see us working together.

Actions which help:

- It is important if someone has upset or hurt you to tell them in a loud and firm voice that you do not like what they are doing.
- If one person or any group are making you unhappy, you must tell an adult in school or at home.
- Go and tell an adult in the playground or tell your teacher when you get back to class.
- Remember if you suffer in silence, they get away with it.
- Tell your parents and they will come to discuss the matter at school.
- If you see something bad, happening, do not stand by and do nothing, report it straight away.

Actions which don't help:

- Trying to get your own back.

- Getting a sibling or friend to sort out the other person.
- Keeping quiet about it.
- Telling lies about what happened
- Only giving one side of the whole story.

Playground Buddies

Several Key Stage 2 children across the classes will be trained as playground buddies. This is designed to help children who may be experiencing anxiety at break times or who need help to solve issues that have arisen during the break. At this point, the use of Restorative Thinking skills will be implemented to achieve a positive outcome for all the children affected.

Role of the Parents in managing behaviour in school

It is important that the children see a very strong link between home and school and they both present a united front in doing what is best for them. It is important that parents talk to the staff as soon as possible if there is a problem for any issues to be dealt with quickly and efficiently.

There might be times when the parents and staff are not fully happy with the way a situation has been dealt with, but it is important that the child feels they are not stuck in the middle of this. It is important that parents make appointments to see the teacher as soon as possible and at appropriate times.

Pupils with SEND

Pupils with identified SEND or behavioural needs will have their individual requirements met through tailored targets and specific strategies. When applying this policy, their needs will be taken into consideration, which may include adaptations to the graduated response or the implementation of a personalised Individual Behaviour Programme. These adjustments ensure that support is appropriate, consistent, and focused on promoting positive outcomes for the pupil.

Age-Appropriate Behaviour Expectations

The school recognises that younger children may not yet have the developmental maturity to fully understand or respond to the graduated behaviour system. For these pupils, expectations and interventions will be adapted to reflect their stage of social and emotional development. Strategies will focus on teaching and modelling positive behaviours through clear, simple language, visual prompts, and supportive guidance. Restorative practices will be introduced in an age-appropriate way, ensuring that pupils learn how to repair relationships and make better choices over time.

Exclusions

Exclusion of a child would only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

There are two types of exclusion fixed term which is a temporary exclusion and permanent exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed period for up to 45 days in any one school year.

In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. In all cases a school must balance the interests of the pupils against the mental and physical health of the whole school community.

If the Headteacher excludes a child, they must inform parents/carers immediately giving them the reasons for the exclusion. At this time, the Headteacher will make it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions in any one term and should the exclusion mean the pupil will miss a public examination.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

Restrictive Physical Intervention (Positive Handling)

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility, (10 years), what would be an offence for an older pupil).
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent.

It is the responsibility of each member of staff to assess the circumstances, know the contents of this policy and decide if they can manage the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010.

Child on Child Abuse

Schools have a statutory duty to safeguard all pupils and promote their welfare in accordance with the Children Act 1989 and 2004, Education Act 2002, and guidance such as Keeping Children Safe in Education (KCSIE). Child-on-child abuse (also referred to as peer-on-peer abuse) can include bullying, physical abuse, sexual harassment, sexual violence, and online abuse.

The school takes seriously their responsibility to deal with child-on-child abuse as directed in KCSIE even when this happens out of school, in person or online. Children should feel comfortable reporting concerns.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools must make their own judgements about each specific case.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We have a positive and restorative approach to managing behaviour. We investigate causes for poor behaviour thoroughly so that we can put the right strategies and support in place as soon as possible. Our aim is to ensure that our school is a safe and happy place for all to succeed in.

CPOMS Usage in Behaviour and Safeguarding

All behaviour incidents are recorded on CPOMS and reviewed regularly by the Senior Leadership Team (SLT) to identify issues, patterns, and trends, ensuring timely support and intervention for pupils. CPOMS (Child Protection Online Management System) is the school's designated platform for recording and managing safeguarding, child protection, and pastoral concerns. Its use guarantees accurate, secure, and timely documentation of incidents, supporting effective safeguarding practice in line with statutory guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children.

Discipline guidance

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the way in which schools can approach discipline.

The key points from this act are:

Power to discipline

- Schools have a statutory power to discipline pupils for breaches of the school rules, failure to

follow instructions or other unacceptable conduct.

- All teachers and other staff members in charge of pupils have the power to discipline children according to this policy.

Outside School premises

- Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff - both in person and online

Occasions include when pupils are:

- taking part in any school-organised or school-related activity, or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Confiscation

The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonable confiscated pupils' property.

What the law says: The head teacher can authorise a search of pupils' outer clothing or their possessions [including bags and lockers] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by security staff. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets, bag, locker and punish them if they refuse to do so.

In these incidences:

- Confiscation of pupils' property may take place. The item will be kept with the class teacher or in the school office.
- School may use the power to search and confiscate items found.
- If items are confiscated such as a ring, a cap, USB drive, vape, weapon, they will be returned to pupils at the end of the day at the discretion of the Head teacher and parents will be informed.

Complaints Procedure

Should a parent or carer have a concern about the way in which they believe their child has been treated, they should in the first instance discuss this with the class teacher. If the concern continues, then the SLT should be informed so a meeting can be set with the class teacher, or teacher who dealt with the incident, and the parents. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head Teacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the Governing Body. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Review

This document will be reviewed bi-annually by the school governors and all teaching and support staff.

Appendixes

- 1 – Home School Agreement
- 2 – Hierarchy of Rewards
- 3 – Behaviour Chart
- 4 – Hierarchy of Sanctions
- 5 – Child friendly behaviour chart

Appendix 1 - Home School Agreement

The Learning Environment

The school will:

Our school will:

- Provide your child with a high standard of education, implemented by rigorous national guidelines, within a balanced curriculum.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the scaffolding needed to enable your child to achieve their full potential.
- Care for your child's safety and well-being by observation and listening to them. A Healthy, Happy Community Our school will:
 - Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
 - Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.
 - Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support and scaffold them in their areas for development.
 - Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
 - Be very happy to welcome you if you would like to contribute to our school's broader curriculum. We recognise that the community of Bar Hill holds a wealth of talent, experience, diversity and enthusiasm that our school could benefit richly from.

Homework

The school will:

- Set homework to extend the curriculum and provide the opportunity for independent learning. Clear information will be provided so that you will be able to help your child if required.
- Provide information and helpful training sessions for you that will give you confidence to support your child.

The Learning Environment

I as a Parent/Carer will:

- Make sure that my child will arrive at school on time, by 8.45 am.

- Make sure that my child is wearing named school uniform or other suitable clothing and that they wear their PE kit on their PE days.
- Endeavour to provide a safe, secure and happy environment at home for my child, acknowledging that they learn at home.

A Healthy, Happy Community

I as a Parent/Carer will:

- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with you to ensure that the behaviour management policies of the school are maintained, particularly with my child.
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with you as it is much healthier to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.

Homework

You as Parent/Carers will:

- Please support the school by making sure that homework tasks are completed and returned on time. A child who has not completed their homework is often an unhappy, worried one!
- Please use your talents and experiences to enhance your child's learning at home – Your child will benefit greatly from what you can show them, discuss with them and teach them.

Understand that I have rights within the school, some of which are:

I, as a Pupil of St Augustine's Catholic Primary School:

- To be treated kindly.
- To be listened to.
- To be helped.
- To have a friend.
- To play and join in games.
- To be happy.
- To feel wanted.
- To be safe.
- To be special.
- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Be responsible for my school and homework.
- Ask for help if I need it and try my best in all that I do.
- Ensure that I take home all school letters.
- Follow the school's Code of Conduct:
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.
- Be helpful.
- Tell a member of staff if I am worried or unhappy.

Appendix 2 - Hierarchy of Rewards

Good to be Green

	ACHIEVEMENT	REWARD	COMMENTS
	100% attendance and punctuality. 97% attendance and punctuality.	Termly/Yearly certificates.	Office and FSW to identify
	Working consistently well over the year.	Termly/Yearly award from head teacher.	Class teacher to recommend.
	Significant achievement.	Letter/note/text sent to parents recognising achievement.	
	Constant high achievement or something outstanding during the week	Star/ Model Pupil of the week trophy/ certificate	Given during weekly achievement assembly.
	Special piece of work, or marked improvement, achievement of target, exemplary good behaviour.	Weekly certificate presented during key stage at weekly assembly.	
	Improved piece of work, work of high quality, being helpful.	Sticker presented by adults working with children/team point awarded.	
	Consistently working well in class, producing a good piece of work, being a good example to others.	Verbal praise being commented upon to the whole class.	
	Working well in class, being helpful, being kind.	A smile or verbal praise given by an adult working in the class. Do Jo points.	

Appendix 3 – Behaviour Chart

My target each week is to achieve 15 smiles.

At home, I will be rewarded by -----

In school, I will be rewarded by: -----


	English	RE	Maths	Afternoon 1	Afternoon 2
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Appendix 4 - Hierarchy of Sanctions

Hierarchy of Sanctions – Appendix 4

STAGE OF BEHAVIOUR	DESCRIPTION	CONSEQUENCE
UNEXPECTED Thinking?	<ul style="list-style-type: none"> • calling/shouting out • out of seat/wandering around • not following instructions • using unkind/ impolite words 	<ul style="list-style-type: none"> • non-verbal or verbal signal • adult signals the appropriate behaviour and allows the child to make the changes • this is reinforced and followed up with a positive gesture, e.g., smile, thumbs up etc
PERSISTENT Reflection Time	<ul style="list-style-type: none"> • continued incidents of unexpected behaviours • rudeness/arguing /answering back deliberately preventing others from learning • refusal to work / not ready to learn • disrespectful use of equipment 	<ul style="list-style-type: none"> • move the learning - this may be to a different table or another place in the classroom where learning can happen more effectively. • restorative conversation needed professional judgement on whether necessary to record on CPOMS
SERIOUS Consequence	<ul style="list-style-type: none"> • unsafe behaviour in or out of class • hurting another child • deliberate refusal to work • aggressive or intimidating behaviour • using inappropriate language • leaving the classroom without permission • damage to school property. 	<ul style="list-style-type: none"> • child taken to a different classroom to complete the rest of the lesson if regulated or to pastoral if emotional regulation is required • any missed learning to be caught up at break/lunch • restorative conversation to be had at break/lunch • parents informed by class teacher • record on CPOMS • May result on seclusion
VERY SERIOUS	<ul style="list-style-type: none"> • swearing, fighting, or hurting another child with intent • serious disruption of the class • reckless/dangerous play • stealing • racist or bullying behaviour based on protected characteristics 	<ul style="list-style-type: none"> • conversation with Head/Assistant Heads • child to use pastoral for emotional regulation • complete work with pastoral or TA • loss of breaktime and/or lunchtime/s • restorative conversation • parents informed by class teacher/SLT member • record on CPOMS • Will result in seclusion
EXTREMELY SERIOUS	<ul style="list-style-type: none"> • violence or abuse to staff • continued disruption to the class or the running of the school • bringing prohibited items into school • sexual harassment 	<ul style="list-style-type: none"> • child sent directly to Head/Assistant Heads • suspension or permanent exclusion where necessary • parents called in immediately record on CPOMS • reintegration meeting needed

Appendix 5 - Child friendly behaviour chart

<p>Good to be Green!</p> 	<p>Do Jo Mark Praise Good behaviour Good listening Answering Questions Demonstrating our school values Wonderful walking Homework Helping Others 97+% Attendance Holding the door for others Setting a good example Helping clear away resources</p>	<p>Asking for help so we improve Certificates Team Points Double ticks/stamps Extra break time Going to show your work to another adult Reward Time Prizes</p>
<p>Thinking?</p> 	<p>Calling/shouting out Out of seat/wandering around Not following instructions Using unkind/ impolite words</p>	<p>Sensory Walk Non-verbal or verbal signal Adult signals the appropriate behaviour and allows the child to make the changes Reinforced and followed up with a positive gesture, e.g., smile, thumbs up etc</p>
<p>Restorative Conversation to be held</p>		
<p>Reflection Time</p> 	<ul style="list-style-type: none"> Continued incidents of unexpected behaviours Rudeness/arguing /answering back Deliberately preventing others from learning Refusal to work / not ready to learn Disrespectful use of equipment Swearing Spitting Lying 	<ul style="list-style-type: none"> Move the learning - this may be to a different table or another place in the classroom where learning can happen more effectively. Reflection Sheet completed Restorative conversation needed professional judgement on whether necessary to record on CPOMS
<p>Serious</p> 	<ul style="list-style-type: none"> Unsafe behaviour in or out of class Hurting another child Deliberate refusal to work Aggressive or intimidating behaviour Using inappropriate language Leaving the classroom without permission Damage to school property 	<ul style="list-style-type: none"> Child taken to a different classroom to complete the rest of the lesson if regulated or to pastoral if emotional regulation is required Any missed learning to be caught up at break/lunch Restorative conversation to be had at break/lunch Parents informed by class teacher Record on CPOMS May result on seclusion
<p>VERY SERIOUS</p>	<ul style="list-style-type: none"> Swearing, fighting or hurting another child with intent Serious disruption of the class Reckless/dangerous play Stealing Racist or bullying behaviour based on protected characteristics 	<ul style="list-style-type: none"> Conversation with head/Assistant Heads Child to use pastoral for emotional regulation Complete work with pastoral or TA Loss of breaktime and/or lunchtime/s Restorative conversation Parents informed by class teacher/SLT member Record on CPOMS Will result in seclusion
<p>EXTREMELY SERIOUS</p> 	<ul style="list-style-type: none"> Violence or abuse to staff Continued disruption to the class or the running of the school Bringing prohibited items into school Sexual harassment 	<ul style="list-style-type: none"> Child sent directly to head or deputy head teacher Internal or external Suspension Parents called in immediately record on CPOMS Reintegration meeting needed if appropriate Permanent exclusion where necessary

As negotiated by the School Council 2025