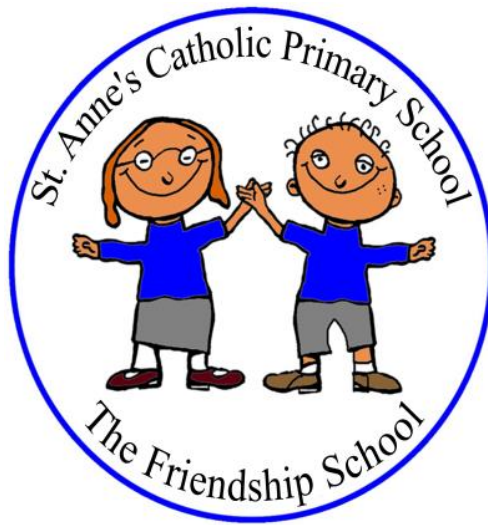


# **ST ANNE'S CATHOLIC PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**



**Updated & Re-Adoption by FGB 19.10.21**  
**Updated and Adopted Aut 2022**

**ST ANNE'S CATHOLIC PRIMARY SCHOOL**  
**Policy for Behaviour**

**Rationale:**

**Good behaviour is central to all that we do in St Anne's Catholic Primary School. We believe it is important to promote a caring and supporting environment to enable all members of the school community to feel secure, respected and therefore, promote appropriate behaviour in others.**

**The development of personal qualities of social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum.**

**All members of staff will set high standards and learners will be given clear guidance about what is expected of them.**

**Policy:**

This policy is one of a series that support the Behaviour Leadership in the school and must be considered along with the Home School Agreement, Anti-Bullying Policy, Equal Opportunities Policy, Display Policy, Feedback Policy and Child Protection documentation.

In St Anne's we believe it is vital to not only have age related expectations but also to ensure our expectations are rooted in a child's stage of development and their individual needs. Consequently, rewards and sanctions must at times be tailored to individual need.

**General Purpose:**

**We aim to: -**

- Create an ethos where children are happy, secure, safe and therefore behave well.
- Ensure consistency of care that reflects our commitment to 'Excellence & Enjoyment'.
- Treat all fairly and with consistency and to feel safe.
- Promote Respect and Good relationships.
- Have clear and high expectations and strategies to ensure that they are met
- Help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- Build a strong school community which values individuality, kindness, care, good humour, self control, obedience, reflection and empathy for others.
- Create a culture of respect, tolerance, acceptance & diversity.
- Within our school curriculum teach how to be safe and healthy and how to manage their academic personal and social lives in a positive way.

## **Broad Guidelines**

1. The school rules (Code of Conduct), mission and aims will be known and promoted at all times by ALL staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour at all times in and around all areas of our school.
4. Children will be expected to understand the importance of being polite, respectful, well mannered, and obedient.
5. The rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is responsible for the good behaviour of the children in their care.
7. When a member of staff needs support with a behaviour issue or problem they will discuss it with DHT/HT who will agree an appropriate strategy of help and support. (e.g. Learning Mentor support).
8. The DHT/HT will involve parents/carers at an early stage where a learner is experiencing problems with behaviour.
9. The Head Teacher will involve outside agencies where it is appropriate, when there is a serious problem with a learner's behaviour.
10. In extreme cases a child's inappropriate behaviour or failure to respond to help, support and sanctions may result in the child being excluded from school by the Headteacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines. Fairness and justice will underpin this process at every stage and parents will be kept fully informed. The school will co-operate fully with other agencies to ensure continuity for the learner's education.

Appropriate behaviour is the responsibility of the individual. Our Code of Conduct has been developed through consultation with pupils and staff. We expect all members of St. Anne's to be ambassadors of our school's high expectations, both in and outside of our school setting. As such our school code of conduct is valued and provides the framework for our behaviour leadership. This is displayed in all classrooms.

## **Code of Conduct:**

*Our School is happy because we ...*

1. Behave with kindness and respect towards everyone.
2. Move safely and quietly around the school.
3. Listen well and always do our best.
4. Use our manners.
5. Take responsibility for our actions.
6. Take care of our school and everyone in it.
7. Always tell the truth.

## **Responsibilities:**

Behaviour is the responsibility of **everyone** in St Anne's – pupils, staff and parents/carers. These responsibilities are spelled out in the **Home School Agreement (see Appendix 2)**

## **Behaviour Management**

**Praise** is used to promote our expected standards of behaviour in and out of the classroom. 'Over and Above' behaviour is rewarded and praised following our reward system.

### **Rewards:**

At St. Anne's we reward behaviour that goes 'Over and Above' our high expectations for all children. This is based on individual's stage of development and age, considering children's special educational needs and some children's need for more frequent praise and regular rewards.

As a whole school we use the following Dojo system to reward 'Over and above' as a consistent approach which is simple and clear for all to understand.

Lunchtime staff will use stickers and these can be turned into dojos dependent on 'Over and above' expectation.

1 Dojo is given to reward this type of behaviour and collected through the digital Dojo online system.

Dojos are given and never taken away.

Children each have a Dojo avatar and collect dojos to reach a target when a reward is given.

Each class has a Dojo display as visual reminder of achievements and target.

On reaching target (10 EYFS/KS1 25/50 KS2) a reward will be given and celebrated in class and at whole school assembly.

A weekly award will be given to one child per class for effort at our Weekly Assembly following our 'Pupil of the Week (POW!)' Certificate.

Each half term a 'Golden Postcard' per class will be sent home to 1 or 2 children for exceptional effort and a high-profile reward given.

A weekly 'Golden' text will be sent to our weekly award winner's parent/carers to praise their efforts.

Nursery Class will use stickers as rewards for "over and above" behaviours/expectations.

We have rewards for attendance, behaviour at lunchtimes and stickers which also enhance our positive messages and reward individual and class efforts.

School follows '**Zones of Regulation**' as a system to help us recognise when we are becoming less regulated and how we are able to do something about it to manage our feelings and get ourselves to a healthy place. This links to our behaviour and helps us to recognise that there are circumstances that test our limits from time to time and how our behaviours can impact on others.

**Zones of Regulation** are used throughout school and visual/verbal reminders used following the set coloured zones:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions e.g. rage/anger, elation.

The **Yellow Zone** to describe a heightened state of alertness and elevated emotions, however you have more control when in this state e.g. stress, anxiety, excitement.

The **Green Zone** is used to describe a calm state of alertness- happy, focused, content or ready to learn.

The **Blue Zone** is used to describe low states of alertness and down feelings e.g. sad, tired, bored or sick.

### **Managing Behaviour as a whole school:**

Reminders of the expected behaviours in school are given regularly through verbal and visual prompts. The use of exemplar behaviours to reinforce the desired outcomes is promoted.

We **highlight the good** and seek to reward children who go 'Over and Above' our expectations.

We pay attention to the stage of development and needs of children and reward individual 'over and above' expectations.

When usual positive assertiveness and discipline and general classroom organisation and management has not worked (e.g. non-verbal nod, eyeball, waiting in silence, highlighting the good/correct choices "Ok, now we are all ready to go!").

In FS:

1. Staff will endeavour to gain the individual child's attention, meeting at the child's eye level and asking the child to look at the adult and verbal reminder (with visual support as appropriate/necessary) is given to the child.
2. If the child continues to display unacceptable behaviour the adult will direct the child to a suitable space within the learning space/classroom for 'time out' or reflection time. The adult will remain with the child for the allotted time with a visual timer 3 minutes - Nursery/5 minutes - Reception used as reference.
3. Staff will explain why time out is needed and offer a solution to 'make things better'. The child will be supported to apologise. The level of language used will be appropriate for the individual child and dependent on their stage of cognitive development, EAL, SEN.

In KS1/2

1. A verbal/visual warning is given to the child.

"Fred/Flossy you know I want you to stop....  
you know that is the wrong choice....  
you know that is not acceptable....  
now I am telling you/reminding you to stop."

We link to colours- traffic lights e.g. red, amber or green as warnings/reminders.

2. If the child disrupts the learning environment again then they work in isolation in the classroom (timeout), a warning of the next step will be given.
3. If this behaviour continues – a reflective time out with an adult may be given or removal from class to a member of SLT who will escort them at the first appropriate time to another classroom. Class Teacher will inform parent/carer of this action.
4. Payback (consequence of behaviour) will be given and parent/carer informed.

NB: These strategies are followed at play/lunchtimes and when in all parts of our school environment.

Our Learning Mentors work closely with individual children and families to support any behaviour concerns and address any barriers to learning.

**Constant unacceptable behaviour** – Parents/Carers will be invited to meet with Class Teacher and DHT/HT and a behaviour plan drawn up often/as appropriate the Learning Mentor/SENCO will be involved.

### **Extreme inappropriate behaviour**

Some forms of behaviour will warrant sending to/for the Headteacher or Deputy Head Teacher immediately. These include:

- Verbal or non-verbal violence or aggression to others;
  - Complete refusal to co-operate;
  - Racism/prejudice;
  - Sexism and sexual harassment;
- These forms of behaviour will be recorded and dated by the Headteacher/Deputy Head Teacher, and parents/carers will be informed. Depending on the severity or number of occurrences, the head will decide on the sanction imposed. Parents/carers will be informed and involved. These could include:
    - Payback (consequence of behaviour)
    - Incident recorded and internal exclusion;
    - Incident recorded and reported to Local Authority: (Prejudices etc)
    - Registration on At Risk of Exclusion Register;
    - Educate/Teaching opportunities within the classroom;
    - Fixed term lunchtime exclusion (reported to Governors and LEA);
    - Fixed term exclusion between 1 and 45 days per year (reported to Governors and LEA);
    - Permanent exclusion (reported to Governors and LEA).

Some forms of behaviour carry a Serious Clause i.e. fighting in the building, verbal/non-verbal aggression towards an adult which results in immediate Fixed Term Exclusion. We follow Liverpool L.A. guidelines regarding 'At risk of' and exclusion protocols.

NB: After behaving inappropriately (particularly during recreation times and towards their peers) children are always given time, to reflect on their behaviour in sure knowledge, confidence and understanding that their suggestions of a solution to the problem will be listened to and considered.



We encourage pupils to reflect on their behaviour and the impact of others- thinking of solutions following all unacceptable behaviour.

Addendum:

In the light of COVID-19 the following amendments/additions have been made to our school policy to protect children and staff during this unprecedented time:

**All children must:**

- **Follow any altered routines for arrival or departure.**
- **Following school instructions on hygiene, such as handwashing, sanitising and toileting/bodily fluid safety.**
- **Follow instructions on who pupils can socialise with at school.**
- **Moving around the school as per specific instructions (for example, one-way systems, out-of-bounds areas, queuing).**
- **Follow the expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching your mouth, nose and eyes.**
- **All pupils must tell an adult if they are experiencing symptoms of coronavirus.**
- **Follow all rules about sharing any equipment or other items including drinking bottles/toys.**
- **Follow the amended expectations about breaks or play times, including where children may or may not play.**
- **Follow the rules in relation to the use of toilets.**
- **Follow the clear rules about coughing or spitting (including bodily fluids/matter) at or towards any other person- this will result in an immediate breach of extreme inappropriate behaviour**

- Follow the clear rules for pupils at home about conduct in relation to remote education and safe use of internet, technologies and social media.
- Follow rules related to hygiene and bodily fluids.

### **Sustaining our effective Policy:**

Staff will:

- Ensure the Gospel values and our Mission is lived out
- Highlight and positively affirm all children at every opportunity around school.
- Ensure curriculum planning focuses on underpinning our values and high expectations along with the needs of all children are met and regularly reviewed.
- Lead by example and encourage this in pupils paying close attention to Zones of Regulation strategies.
- Be watchful and observe social relationships between pupils in the class;
- Discuss with colleagues' potential problems, trigger factors and support mechanism;
- Consistently apply this policy
- Keep records of any bullying incidents and take appropriate action as outlined in Anti-bullying policy.
- Report all instances of racial harassment or any prejudice to Head Teacher.
- Report all instances of sexually inappropriate behaviour
- Be proactive in the implementation of less formal behaviour strategies and plans
- Keep records of all significant incidents that disrupt learning or are deemed unacceptable.

Individual class teachers will develop classroom management and behaviour management strategies to support their own class rules (drawn up in consultation with pupils).

If a teacher does implement a specific strategy for a child e.g. School/Home Report Card it is important that SLT are aware of this.

Class Rules can/should be flexible. Good idea to review and change as and when need arises.

We work closely with parents and children to manage transition between years, key stages and school settings to support pupils with specific needs during these periods of change.

All classes will have a Zones of Regulation visual display and Code of Conduct in place.

In relation to incidences of a reported incident of sexual inappropriate behaviour we will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator we will consider:-

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incidents(s)
- How to balance the sanction alongside education and safeguarding support in conjunction with our Child Protection Policy and LCC Guidance (if, necessary, these should take place at the same time).

### **Staff Induction, Development and Support**

- New staff as part of our induction will receive training regarding our Behaviour Policy.
- Behaviour Policy will be reviewed with staff annually.

**N.B. It is not the child we don't like it is his/her behaviour.**

**When questioning children, it is essential to pay attention to varying stages of development and levels of attainment in order to be fair and equitable.**

### **Pay Back**

- Payback takes place in a classroom/by SLT and is recorded.
- Time is taken from the child (Lunch or playtime).
- Time is used to reflect upon their behaviour, its impact on themselves, others, adults and children, the working environment and the school.
- Time is used to help children reconcile with themselves, relationships and behaviour.
- Time is used to reach a solution to the problem.

- Task set will be decided by the Deputy Head Teacher and dependent on the "incident".
- A reflection sheet/activity is completed to focus on impact of behaviour/solutions/next steps (Appendix 3).
- Payback is conducted by Deputy Headteacher or another member of Leadership Team.
- Payback is conducted as close to 'incident as possible'.
- Payback is recorded and parent/carers informed by letter.
- Behaviour book is kept in Head Teacher's Room.
- If a child is on Payback more than twice in a half term then DHT/HT will meet parents/carers and if necessary/appropriate an IBP will be implemented with the Deputy Head Teacher involvement. At Risk of Exclusion will be considered.
- Incidents of Payback is monitored termly and reported to the Full Governing Body.

### **NB**

- Deputy Head Teacher/ Leadership will remind child of Payback and the need for 1<sup>st</sup> lunch (kitchen also). Child/ren will then be expected to meet Deputy Head Teacher/ Leadership at Deputy Head Teacher room/corridor.
- If a teacher deems it necessary to keep children in at break/lunch times, then the teacher must supervise this in their class room and inform SLT of this.

### **When/Why does Payback take place**

1. Inappropriate behaviour in class leading to referral to Leadership Team.
2. Name occurring in Playground Incident Book more than twice in one week (DHT to monitor Playground Incident Book).

- Playground Incident Book to be kept in DHT Room.
  - Incidents will be entered at end of lunch/playtimes. (i.e. Timeout by an adult/ railing.)
3. Behaviour resulting in immediate removal from class, yard or learning environment i.e. Aggressive language and behaviour, fighting on yard.

### **Individual Positive Behaviour Strategies**

Individual positive behaviour strategies can be very formal as deemed necessary after discussion and consultation with SMT.SENCO/DHT who will support the implementation of these.

However, informal positive behaviour charts (linked to the interest of the child) are extremely effective in supporting staff, parent/carers and children with behaviour management.

They are not an onerous task

They should be as simple/detailed as deemed necessary by amount of support needed.

They should be SMART like all targets and children involved from the start.

They should involve teacher, LSA, parent/carer and child and if necessary/appropriate Learning Mentor/SENCO (if they are part of the support).

They are powerful and can bring about change very quickly.

NB

We pay close attention to: -

- Individual Stage of development.
- Individual expectations.

and subsequently as with all our planning and provision STAFF FULLY AWARE OF THE NEED TO DIFFERENTIATE EXPECTATIONS IN BEHAVIOUR MANAGEMENT REWARD AND SANCTION.

In determining this Behaviour Policy, the Headteacher has (along with staff and Governors) taken steps to ensure adherence to Section 89 of the Education and Inspections Act 2006.

The Headteacher has established and maintains this policy with a view to: -

- promoting among pupils, self-discipline and proper regard for authority.
- encouraging good behaviour and respect for others, preventing all forms of bullying among pupils.
- securing that pupils complete any tasks reasonably assigned to them and
- otherwise regulating the conduct of pupils.

### **Monitoring, Review and Evaluation:**

This policy will be monitored by the Senior Leadership Team annually to check effectiveness and to ensure that it is current and relevant.

Policy and practice are monitored and evaluated both informally and formally.

**Please see our safeguarding policy and procedures in relation to child-on-child abuse, prevention and responding to incidents.**

## Appendix 1



# St Anne's Code of Conduct



Our school is happy because we...

Behave with kindness and respect towards everyone.

Move safely and quietly around the school.

Listen well and always do our best.

Use our manners.

Take responsibility for our actions.

Take care of our school and everyone in it.

Always tell the truth.

# **St Anne's Catholic Primary** **School**



## **Home – School Agreement 2022-23**

Reviewed/Revised Spring 21 with p/c, H/T & GOV



### As a School....

We acknowledge our responsibility to support parents/carers in their task of nurturing their children within a Christian community.

Therefore we agree to:

- Provide a friendly welcome to your child and a secure, happy, stimulating, learning environment where the Catholic faith leads our way.
- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum.
- Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe, caring environment for all.
- Challenge your child to strive for the highest standards of personal, social and intellectual development.
- Help children to care for each other and to look after themselves, our school community and the school environment.
- Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents/carers.
- Provide you with information about your child's progress and provide you with opportunities to talk to teachers.
- Set, mark and monitor homework suitable to your child's needs.
- Inform you of any concerns regarding your child's behaviour, work or health.
- Keep you well informed of school events through regular newsletters.
- Cater for learning to continue in the event of a local lockdown or periods of self-isolation through the Google Classroom platform or the offer of paper packs.

Signed: .....  
Headteacher

### As a Parent/Carer....

I/We acknowledge as parents we are the primary educators of our children and have an important role to play in supporting our children's learning and agree to support the Christian values of the school community

Therefore I/we agree to:

- Ensure that my child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
- Notify the school by letter or telephone in the event of absence.
- Support the school's policies and guidelines on learning, behaviour and uniform.
- Inform the school of any concerns or problems that might affect my child's work or behaviour.
- Keep us informed of where to contact you in case of emergency.
- Provide the necessary equipment, including school uniform, PE kit and swimming kit.
- Support my child's learning at school and at home through reading and other homework activities.
- Support school in the teaching of safe and secure Internet use at home.
- Attend parent/teacher meetings to discuss your child's progress.
- Encourage my child to show kindness in keeping to the school's Code of Conduct & Mission Statement.
- Help children to care for each other and to look after themselves, our school community and the school environment.
- Support home learning in the event of a local lockdown or period of self-isolation by accessing Google Classroom or collecting a paper pack of work.

Signed.....  
Parent/Carer

Therefore I agree to:

### As a Pupil....

I know the different and unique talents which God has given me and I promise to use them wisely.

- Attend school regularly and on time.
- Follow the school's Code of Conduct and Mission Statement.
- Do all classwork and homework as well as I can, asking questions when I don't understand.
- Use the Internet safely as I have been taught in class.
- Wear the school uniform and bring all the equipment I need each day including P.E. and swimming kits and reading book.
- Learn something new in each lesson, always do my best and be the best I can be.
- Try to think for myself and take responsibility for my actions.
- Be kind, helpful and forgiving.
- Do some homework every weekday.  
N.B. Reading is homework.
- Be respectful and tolerant towards others and behave in a safe and responsible way.
- Support the Christian values of the school community.
- Care for myself and others and look after our school community and the school environment.
- "Always give it 1, 2, 3."
- Try my best to complete any work that my teacher sets on Google Classrooms or paper packs during periods of local lockdowns or self-isolation.

Signed.....  
Pupil

**Our School is happy because we:**

- **Behave with kindness and respect towards everyone.**



- **Move safely and quietly around the school.**



- **Listen well and always do our best.**



- **Use our manners.**

- **Take care of our school and everyone in it.**



- **Take Responsibility for our actions.**

- **Always tell the truth**

# Behaviour Reflections

Reasons for my behaviour

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

Date: \_\_\_\_\_

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Other consequence(s)

Description of my behaviour

Plan for improvement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pupil \_\_\_\_\_

Parent \_\_\_\_\_

Teacher \_\_\_\_\_