



Behaviour Policy

2026-27

Re-Adopted by FGB 22.09.26

Adopted By	Approval Date	Review Date
SLT/Governors	22.09.26	Sept 27

St Anne's Catholic Primary School

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Catholic Ethos and Gospel Values

Our Catholic Identity

As a Catholic primary school, our approach to behaviour is rooted in the teachings of Jesus Christ and the Gospel values that underpin all aspects of school life. We believe that every child is created in the image and likeness of God and is therefore deserving of dignity, respect, love and compassion. We maintain high expectations for all pupils, promoting a calm, orderly and respectful environment where learning can flourish.

Our behaviour policy is shaped by our mission to:

- Love one another as Jesus taught us
- Forgive and seek reconciliation
- Show compassion, mercy and kindness
- Act justly and with humility
- Serve others and promote peace

Gospel Values in Practice

We actively promote the following Gospel values through our behaviour approach:

- **Love** – caring for ourselves and others
- **Respect** – valuing every individual as a child of God
- **Forgiveness** – learning from mistakes and repairing relationships
- **Justice** – fairness, honesty and responsibility for our actions
- **Peace** – resolving conflict calmly and respectfully
- **Compassion** – understanding the needs and feelings of others

These values are explicitly taught, modelled by staff and reinforced through assemblies, RE lessons, daily interactions and restorative conversations.

Behaviour and Reconciliation

When behaviour falls below expectations, we support children to reflect, make amends and restore relationships. In line with Catholic Social Teaching,

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consequences are not punitive but are designed to help children grow morally, spiritually and emotionally.

Through reflection, forgiveness and reconciliation, we help children to understand the impact of their actions and encourage positive change, ensuring every child feels welcomed, valued and supported within our school community.

School Ethos and Rationale

Good behaviour is central to all that we do. We believe that all behaviour communicates a need or feeling and that children thrive best in a caring, calm and structured environment rooted in respect, dignity and high expectations. We work collectively as a school community to understand the root causes of behaviour, prioritising connection over correction, and implementing appropriate support at the earliest opportunity.

We are committed to promoting emotional literacy, explicitly teaching social and emotional skills, and using proactive, preventative strategies to reduce escalated behaviour. Our approach supports inclusion, equality and wellbeing for all pupils, staff and families.

All staff apply behaviour expectations consistently and fairly, in line with DfE guidance and our whole-school approach.”

Aims

We aim to:

- Create a safe, happy and secure environment where children feel valued and behave well.
- Promote positive relationships built on mutual respect, kindness and empathy.
- Ensure consistency, fairness and high expectations across the school.
- Support children to develop self-regulation, self-discipline and good citizenship.
- Recognise individual stages of development, SEND, and mental health needs.
- Promote a strong culture of belonging and inclusion.

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Code of Conduct

All members of the school community are expected to follow our Code of Conduct:

- **Be ready**
- **Be respectful**
- **Be safe**

These expectations are displayed in all classrooms and referred to regularly.

Our Approach to Behaviour

We acknowledge that children may experience dysregulation. Behaviour is understood within a trauma-informed and neuroaffirming framework. Positive routines are explicitly taught, practised and reinforced to ensure predictability, safety and success for all pupils. We use agreed, respectful language when discussing behaviour, focusing on support rather than blame. Staff use frequent positive reinforcement to recognise and celebrate behaviour that meets or exceeds expectations.

Examples of agreed language:

- Instead of *challenging behaviour* → *presenting big feelings*
- Instead of *attention seeking* → *connection seeking*
- Instead of *out of control* → *dysregulated*

This language helps us identify needs and respond appropriately.

Roles and Responsibilities

Governing Body

The governing body is responsible for:

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- Ensuring this policy does not discriminate on any grounds.
- Promoting a whole-school culture of calm, dignity and structure.
- Approving and monitoring the policy and handling complaints.
- Ensuring the policy is published on the school website.

Headteacher

The Headteacher is responsible for:

- Modelling appropriate language and behaviour.
- Implementing and monitoring the policy.
- Ensuring staff receive appropriate training in behaviour and wellbeing.
- Establishing clear systems and frameworks for behaviour support.
- Supporting staff wellbeing and reporting to governors.

Senior Leadership Team (SLT)

SLT will:

- Support staff with behaviour and wellbeing concerns.
- Communicate contextual and individual pupil needs.
- Model appropriate language and practice.
- Identify training needs and review classroom strategies.

Teaching Staff

Teaching staff are responsible for:

- Establishing calm, structured and inclusive classrooms.
- Explicitly teaching routines, emotional and social skills.
- Planning engaging lessons with preventative strategies.
- Working with SENDCo and specialists where unmet needs are identified.

All Staff and Volunteers

All staff and volunteers must:

- Follow this policy consistently.
- Use appropriate language when discussing behaviour.
- Promote a safe, supportive learning environment.
- Be aware of signs of unmet needs.

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Parents and Carers

Parents/carers are expected to:

- Model school values and appropriate behaviour.
- Use respectful language when discussing behaviour.
- Work in partnership with school staff.
- Inform the school of changes that may affect their child's behaviour.

The school may respond to behaviour that occurs online, off site or on journeys to and from school where it affects pupil safety or the reputation of the school. Pupils are given opportunities to contribute to the school's behaviour culture and reflect on their impact within the community

Rewards and Positive Recognition

We promote and celebrate behaviour that goes **Over and Above** expectations. Rewards are used to reinforce positive behaviour, effort and attitudes to learning and are adapted to children's age, stage of development and individual needs.

School Reward Systems

- **Class Dojo** is used consistently across the school to reward 'Over and Above' behaviour.
- **1 Dojo point** is awarded for behaviour that exceeds expectations and supports our school values.
- Dojo points are **never removed**.
- Lunchtime staff may use stickers.
- Each child has a Dojo avatar and progress is shared visually in class.

Dojo Rewards and Recognition

EYFS

- **Nursery 5 Dojos**
- **Reception 10 Dojos**

KS1

- **Bronze: 10 Dojos**
- **Silver: 20 Dojos**
- **Gold: 30 Dojos**

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KS2

- **Bronze: 25 Dojos**
- **Silver: 50 Dojos**
- **Gold: 75 Dojos**

Achievements are celebrated in class and during whole-school assemblies.

Additional Rewards

- **Pupil of the Week (POW!)** – one child per class celebrated weekly in assembly.
- **Golden Postcards** – awarded each half term to 1–2 pupils per class for exceptional effort.
- **Golden Texts** – sent weekly to parents/carers of award winners.
- Rewards for attendance, lunchtime behaviour and class achievements.

Daily verbal praise and immediate recognition are encouraged at all times.

Managing Behaviour

Proactive and Preventative Strategies

We prioritise proactive strategies, including:

- Explicit teaching of routines and expectations
- Calm classroom environments
- Visual timetables and clear organisation
- Wellbeing check-ins
- Neuro-affirming supports (e.g. sensory tools, calm spaces)

Classroom Management

Low-level behaviour is addressed through reminders, non-verbal cues, visual prompts and highlighting positive choices. Strategies include waiting in silence, eye contact, proximity and modelling expected behaviour.

Steps include:

1. Calm card/reminder to use classroom strategies and the calm corner.
2. Non-verbal or verbal warning with a visual yellow card given
3. Move to a warning with clear explanation

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4. Time out within the classroom/or in class calm corner.
5. Reflective time with another adult or removal to another class
6. SLT support if required (red cards to be used when essential).

Adults use minimal discussion when a child is dysregulated to de-escalate situations. Calm spaces across the school can be used to support with dysregulation for individual children e.g. Junior calm classroom, SLT dens and sensory room by EYFS. Staff identify emerging behaviour or wellbeing concerns early and implement timely interventions to prevent escalation.

We work in partnership with parents and keep them informed when behaviour raises concerns or requires additional support

Consequences and Reflection (Payback)

Sanctions are always proportionate, age-appropriate and focused on helping pupils learn from mistakes and repair harm. The school does not use any degrading, humiliating or unsafe sanctions, in line with statutory DfE restrictions. When behaviour is inappropriate and reaches a serious or repeated level, **Payback** may be used as a consequence.

Payback:

- Is supervised by the Deputy Headteacher or SLT
- Takes place during playtime or lunchtime
- Is recorded and parents/carers are informed
- Focuses on reflection, repair and learning

Children complete a reflection activity to consider:

- The impact of their behaviour
- How it affected others
- What they can do differently next time

If a child receives Payback more than twice in a half term, a meeting with parents/carers will take place and a behaviour support plan may be implemented.

Serious or Extreme Behaviour

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Some behaviours require immediate SLT involvement, including:

- Physical or verbal aggression
- Racism, prejudice or discrimination
- Sexual harassment
- Refusal to cooperate

Such incidents are recorded, parents informed, and appropriate sanctions or support put in place in line with local authority guidance.

Only the Headteacher may suspend or permanently exclude a pupil, following the DfE Suspension and Exclusion Guidance.

Suspensions

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher/ Deputy Head and SENCo to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day.

Permanent exclusions

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school

Individual Behaviour Support

Where needed, individual behaviour plans or strategies may be implemented, involving:

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- Class teacher
- SLT
- SENDCo
- Learning mentor
- Parents/carers

Plans are SMART, reviewed regularly and adapted as needed. We make reasonable adjustments for pupils with SEND or disabilities, ensuring equity while maintaining high expectations.

Safeguarding, Safer Handling and E-Safety

Staff may use reasonable force only to prevent harm, in line with statutory guidance. E-safety incidents are recorded through the school's safeguarding systems. The school follows DfE searching, screening and confiscation guidance, including safe procedures for searching pupils and handling prohibited items.

All significant behavioural incidents, searches, exclusions and use of reasonable force are recorded and reported in line with statutory expectations.

Behavioural concerns that indicate possible safeguarding issues are referred immediately to the Designated Safeguarding Lead. All staff receive regular training on behaviour, de-escalation and safeguarding to ensure safe, consistent and effective practice.

Mobile Phones

St Anne's follows DfE expectations that mobile phones should not be used during the school day, older children must bring any switched off mobile phones to the office on entry to the school building and collect after being dismissed at the end of the school day.

Monitoring and Review

The school systematically monitors behaviour data to identify patterns, ensure equity, and inform policy and practice. This policy is monitored annually by SLT and governors to ensure it remains effective, inclusive and up to date.

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Appendix 1

St Anne's Catholic Primary
School

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Home – School Agreement 2025-2026

As a School....

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

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

As a Pupil....

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

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.

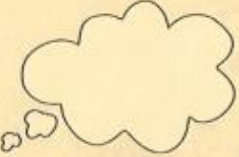
Therefore I/we agree to:

- 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.
- Act responsibly and as a role model when using social media/online.
- Be respectful and tolerant towards others and behave in a safe and responsible way.

Therefore I agree to:

- 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.

Appendix 2: Reflect and Reset sheet



Reflect and Reset



What happened? 

How were you feeling?







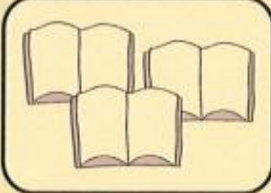



Low energy —————> High energy

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad



I have made others feel sad

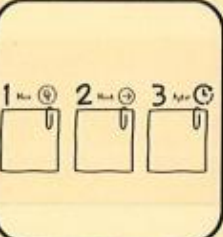
What can we do now?



Finish my work



Create a pathway together



Try a Now, Next, After



Talk to someone



Something else

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Our Ethos

- Behaviour is communication – all behaviour reflects an unmet need or feeling.
- Our approach is rooted in **Catholic Gospel values**: love, respect, forgiveness, justice and compassion.
- We prioritise **connection before correction**, while maintaining **clear boundaries and high expectations**.

Our Expectations (Code of Conduct)

All pupils are expected to:

- **Be ready**
- **Be respectful**
- **Be safe**

These expectations are explicitly taught, modelled by adults and reinforced consistently.

Proactive Practice – What All Staff Do Every Day

- Greet pupils and build positive relationships
- Teach and rehearse routines explicitly
- Use calm, respectful language at all times
- Maintain organised, calm and inclusive classrooms
- Use visual timetables and clear instructions
- Notice and praise positive behaviour
- Be mindful of SEND, developmental stage and wellbeing

Rewards - Over and Above

- Use **Class Dojo** to reward behaviour that goes *Over and Above* expectations
- Award **1 Dojo** for exceeding expectations (never removed)
- Celebrate Bronze, Silver and Gold achievements
- Use verbal praise, Pupil of the Week, Golden Postcards and Golden Texts

Managing Low-Level Behaviour

- Use non-verbal cues, proximity and reminders

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- Highlight positive choices
- Keep language minimal and calm, especially when pupils are dysregulated

When Behaviour Escalates

1. Warning and reminder of expectations
2. Move to Amber
3. Time out within the classroom
4. Reflective time with another adult
5. Seek **SLT support** if required

Parents/carers must be informed if behaviour escalates or SLT are involved.

Payback (Consequences)

Used for serious or repeated behaviour:

- Supervised by SLT
- Takes place during break/lunchtime
- Recorded and parents informed
- Focused on reflection, repair and learning

More than two Paybacks in a half term triggers further support and planning.

Serious Behaviour – Immediate SLT Involvement

Includes:

- Physical or verbal aggression
- Racism or prejudice
- Sexual harassment
- Refusal to cooperate

Follow SLT guidance and record incidents accurately.

Safeguarding and Reasonable Force

- Reasonable force may only be used to prevent harm or serious disruption

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- All incidents must be recorded and reported immediately

Remember:

- **Consistency matters** – apply the policy fairly and calmly
- **It's not the child we reject, it's the behaviour**
- Always ask: *What is this behaviour communicating?*
- You are not alone – **seek SLT support early**