



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

### ***Behaviour Policy***

At St. Anne's Catholic Primary School we believe that children must learn how to behave within community and that healthy relationships are a key to learning and to the future prosperity of all pupils.

#### ***Aims***

Our key aims are to:

1. Develop positive behaviour for learning within a safe, happy and friendly learning environment.
2. Help pupils develop strategies to manage, review and self-regulate their own behaviour.
3. Create a calm and purposeful working atmosphere (where creativity, academic excellence and independent learning can thrive).
4. Ensure all children and adults feel safe, secure and valued.
5. Be clear, fair and consistent when addressing behaviour and relationship issues.
6. Foster strong and healthy relationships amongst the whole school community.
7. Develop within all pupils an intrinsic motivation to do the right thing within a community that values and cares for all members of the community.

#### ***Principles and beliefs***

Our policy is based on our Catholic ethos and incorporates the following principles:

1. The majority of children at St Anne's school behave very well every-day
2. Pupils who struggle with their behaviour can learn to self-regulate with support from others
3. Improving the behaviour and relationships of all children is the responsibility of everyone in the school community working as a team
4. Everyone must take responsibility for their own actions and behaviours
5. Empathy and respect for others are crucial for healthy relationships (and these need to be taught and encouraged)
6. All behaviour is communication and we must try to understand what is being communicated
7. Children must be encouraged to make the right choice in every situation and every strategy explored to enable them to self-regulate their own behaviour.

## **Restorative approach**

Restorative approaches are based on four key features:-

**RESPECT** – for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY** – for your own actions

**REPAIR** – identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION** – working through a structured, supportive process that aims to solve the problem within the school community

### ***Why use restorative approaches?***

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

### ***Restorative approaches can:***

- manage the varied expectations of behaviour standards which exist among all school staff
- help develop a whole school positive ethos
- encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way
- support any necessary sanctions by processes of learning and reconciliation.

### ***How can restorative approaches be used?***

Restorative approaches can be used at different levels in school:

- as preventative - to promote positive relationships within the whole school community
- as responsive - and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

The approach involves including the 'wrongdoer' in finding a solution to the problem.

Instead of asking, 'Who's to blame and how are we going to punish them?'

The focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as, 'Who has been affected and how?' and ***'How can we put it right and learn from this experience?'***

### **How do we use restorative approaches to improve the behaviour and relational skills of our children?**

The restorative approach is based around key questions and listening before deciding on responses. Do not pre-judge any situation (even if you think you know and even if you've seen some of the incident yourself).

The key questions are:-

- What happened?
- What were you thinking and feeling?
- What do you think and feel now?
- Who else has been affected?
- How do you put this right?

Format:-

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Keep confidentiality

If the pupil/s do not follow these rules or are still/become angry with no sign of calming down then stop the mediation.

If incidents are sustained or reoccur then a restorative conference may need to take place with all the appropriate affected people.

Consequences will be appropriate and will be chosen and agreed between all participants involved. (Consequences should not be associated with a curriculum area e.g. writing lines, reading, times tables)

### ***Celebration of positive behaviour and healthy relationships***

Celebration of good behaviour is crucial to show that it is valued and to create a positive ethos in school. Rewards have a motivational role and these should take the following forms:-

1. A weekly celebration assembly (Friday mornings) at which Aspire to Inspire Certificates will be awarded. This may take the form of work/behaviour/attitude related awards as chosen by the Class teachers. Team House point awards will be read out by the House Captains every week and logged on the House Board. Individual badges for High Achiever will be read out by the House Captains and distributed by the Class Teachers back in class

2. Half-termly Shining Star awards (one 'role-model' child from each class whose behaviour is exemplary). Photographs of all the 'Shining stars' will be displayed prominently in the entrance hall.

3. Good work in books = effort stickers/house points

Good behaviour/attitude = house-points (1 to maximum of 5 with a Shining Star awards of 10 points).

4. Verbal praise (describing the specific good behaviour) is the main and most common 'reward' for good effort, behaviour & relationships (encouraging intrinsic rather than extrinsic motivation) – this can be publicly given (class or whole school) or privately (affirmation) or to parents at the end of each day or week. For some children this will be a more formal meeting at the end of the week at which pupil and parents listen to the unqualified positive praise of teaching staff (describing specific behaviour which may have been recorded in a praise journal).

5. Class based reward systems devised for individual cohorts by teachers, support staff and pupils (e.g. marble/token collection; stars for swimming in return for House points, postcards home etc.).

6. House points are awarded and collated at the end of each week using the Trackitlights software system. Badges are awarded to the highest achiever in each house, in each class every week. There are 4 certificates which can be awarded through the year.

Bronze - Expected achievement at the end of the Autumn term (50 House points)

Silver – Expected achievement at the end of the Spring term (100)

Gold – Expected achievement at the end of the Summer term (200)

Platinum – 300 points Approximately 10% of each class by the end of the year

Diamond – 400 points Approximately 5% of each class by the end of the year

*Please try to be consistent and not overly/under generous when awarding house points so that the Awards retain their value for the children.*

7. Random acts of Kindness awards – Can be awarded by any member of staff for children who you notice doing something for someone else. A weekly certificate is given out for this.

## ***Developing a nurturing approach***

The key to a nurturing approach is in building **trusting and healthy relationships**

1. Get to know your children and show an interest in them (their interests, their family, their hopes and dreams, their fears and needs) through relationship building conversations which value and affirm the children:-

- 1:1 time
- curriculum sessions which allow for conversation (e.g. Art/DT)
- unstructured times such as playtimes/lunchtimes
- 'news' times
- sitting with the children at lunchtimes
- circle times

2. Affirm, encourage and praise every child (and group of children) as often as possible.

3. Plan for shared and engaging activities linked to learning which will have 'getting to know you' time built into it (e.g. residential trip for the Year 6 class).

4. Praise children to others and ensure all conversations about children are positive, professional and polite.

5. Talk in a positive way to parents/carers about their children (and find out more information about the child)

6. Listen to the children (not just their words but also their actions) and be aware that 'all behaviour is communication'

7. Nurture rather than coerce children into self-regulating their behaviour

8. Our PSHE curriculum is key to developing a nurturing community

## ***Making expectations clear***

☐ Each class will discuss and devise a class charter (agreed expectations for behaviour and routines in class) in September. These will be based on two overarching rules :

- Do your best
- Don't stop anyone else from learning

All classes will add their own, age-related, interpretation of these rules

☐ Weekly assemblies (Monday mornings) will emphasise expectations linked to Gospel Values and specific targets e.g. table manners, playtime behaviour, walking in the corridor etc.

☐ Lessons in class (including circle times) will emphasise expectations.

☐ When expectations are not met then the child will have the expectations (and the reasons for them and consequences for not keeping them) explained 1:1 and made clear.

## ***When behaviour is disruptive or inappropriate***

### **Lesson time**

☐ Disruptive behaviour will be dealt with quickly and effectively without a significant loss of pace to learning for the rest of the class.

☐ Various strategies will be used to re-engage the child in learning.

These will include:-

- proximity praise; (praise of others near to child)
- language of choice; (requesting politely, followed by a 'Thank you' 'If you're choosing not to ...' (followed by potential consequence)
- appealing to better nature;
- reminder of positive rewards for right choices;
- reminder of consequences for wrong choices;
- immediate praise for smallest of right choices/responses;
- reassurance and recognition of need for support if necessary;
- distraction;
- humour if appropriate;
- quiet word rather than public shame;
- tactical ignoring if appropriate;
- body language such as standing nearer the child or just a look;
- silence until appropriate behaviour is restored

All of these strategies are just examples and any strategy used is at the professional skill and judgement of the teacher and support staff (sometimes in consultation with each other).

☐ Staff will remain calm, reasonable, consistent and professional at all times (no shouting – a quiet voice has more effect – although voice dynamics are useful: stern, clear, concise and precise).

☐ Once the above behaviour management strategies have been used and the child is still being disruptive their name will be highlighted on the Trackitlights system with a reason provided.

☐ The online Trackitlights system is used as a way of monitoring and recording behaviour and House point awards. The system logs all positive awards/House points and all behaviours deemed to be unacceptable. The system follows a procedure of Amber, Yellow then Red. All reds generate an incident form that links automatically to CPOMs. There is no retraction of Green points.

☐ If the disruptive behaviour persists, three Red incident forms in 1 week would mean movement onto Step 2 of the Behaviour chart and therefore a letter to parents and on report for 1 week to monitor behaviour with support from the Learning Mentor. (See behaviour Steps chart for further information)

☐ On re-entry to the classroom from a time-out, a teaching assistant, if available, will re-integrate the child quickly back into the lesson.

☐ The Trackitlights system records all positive and negative behaviours and this is overseen by the Headteacher.

☐ Additional class incentives eg. Behaviour bonus time, additional play time etc. may be considered appropriate for some year groups as a behaviour incentive. This will be decided by the class teacher and SLT.

☐ A regular class circle time should provide opportunities to discuss issues, celebrate good behaviour and discuss improvements (this will occur as frequently as the class teacher believes is helpful for their cohort and often after playtimes or when issues arise).

☐ **CPOMS** automatically logs the Red incident forms and these are reviewed by the Headteacher and Learning Mentor. Strategies that have already been used will be identified, issues specifically described, other issues added that may be affecting behaviour.

□ Other agencies will be called on to support teachers who have children displaying inappropriate behaviours which are not being changed by school strategies or procedures. (Link EP consultation meetings, Child Action North West)

□ If a child in class is being dangerous in any way then the class teacher must use their professional judgement in deciding what to do and may decide to evacuate the class and take the rest of the class to another location whilst a senior member of staff and/or Learning mentor tries to de-escalate the situation.

### **Lunch time**

□ If an incident occurs at lunchtime it will be dealt with by those on duty (midday supervisors, TAs) using various strategies (e.g. distraction, praise for good behaviour, reminders of possible consequences, encouragement to behave well i.e. appealing to their better nature, etc).

The 'Let's Think' sign on the playground should be used 1:1, Adult:Child and appropriate restoration made.

Mid-day supervisors can also log behaviour on Trackitlights at the time or report to the classteacher.

□ If these strategies do not work and the behaviour continues or escalates, children may be sent to 'Time-out' for discussion of behaviour with learning mentor or class teacher. Complete a Behaviour Incident sheet for the class teacher to add onto CPOMs.

The class teacher will be informed of what has happened so they are aware of issues that may impact on learning and address any issues at a circle time.

□ The TAs will be told what action has been taken. If it is a serious incident then it will be treated as such. A restorative conversation may need to take place.

### **Serious incidents**

□ When children are reacting emotionally and potentially dangerously then short, precise, clear, repeated commands will be used (rather than trying to reason or engaging in conversation)

□ Unwanted behaviour must be dealt with according to the context and the child but must be dealt with clearly, fairly and consistently.

□ Children will be encouraged to accept reasonable, proportionate and significant/meaningful consequence for their behaviour so they understand the seriousness of their actions and acknowledge the negative impact on others.

□ It must be a consequence that they will not want to repeat and must be consistently applied (so similar behaviours by others have consequences of similar significance and proportion) and will escalate in significance if behaviours are repeated and further consequences are necessary. Please see agreed Behaviour Stages for specific behaviours

### **Step Procedure**

See appendix 1 for a detailed overview of our Steps Procedure in school.

The procedure is a way of identifying problematic behaviour issues that need to be dealt with. It alerts staff, senior management, parents and the child themselves that the child's behaviour is causing serious concern and that we need to put support/actions into place before it escalates.

There are consequences that accompany being on a 'Step' as a way of emphasising the seriousness of the behaviour. Privileges (non-educational treats and events) may be withdrawn from pupils whilst on a 'Step' to ensure the enjoyment of other pupils is not being adversely affected. Every child on a 'Step' is monitored in class and their behaviour reviewed at the end of the period.

### **Internal Exclusion, Exclusion or suspension of pupils**

Internal Exclusion, Exclusion or suspension is an extreme sanction and is only administered by the Headteacher (in consultation with the Class teacher and other staff members as appropriate). Exclusion or suspension is never an ideal situation but may be necessary to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed. Internal Exclusion may be used as a pre-step before Exclusion/suspension if considered appropriate.

The decision to exclude a pupil will be taken in the following circumstances:-

- a) In response to a serious breach of the School's Behaviour and Relationships policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is a sanction which may be considered for any of the following (once in-school systems have been exhausted):-

- ☐ Continuing or escalating verbal abuse to staff and others (including other pupils)
- ☐ Physical abuse of staff or other pupils
- ☐ Indecent behaviour
- ☐ Damage to property
- ☐ Truancy
- ☐ Serious actual or threatened violence against another pupil or member of staff
- ☐ Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Exclusion / suspension will not automatically happen as a result of the above and will only be considered in consultation and once all other possible strategies have been exhausted. The final decision for exclusion/suspension will be made by the Headteacher.

Exclusion / suspension procedure:-

- Most suspensions are of short duration (usually between 1 and 3 days).
- It is expected that whilst a child is on a suspension plans will be discussed about successful re-integration
- The Headteacher is not allowed to suspend a pupil for a fixed period exceeding 45 school days in any one year.
- Governors review all permanent exclusions and suspensions that are over 15 days
- Following suspension parents are contacted immediately where possible. A letter will be sent by post or given to the parents at the meeting after school giving details of the suspension and the date the suspension ends. Parents can make representations to the Governing Body and the LEA.
- A return to school meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. This may involve a Support Plan.
- During the suspension the pupil is not allowed on the school premises and daytime supervision is the responsibility of the parents. Work will be provided for the child to complete at home following Day 5 of any exclusion.

Permanent exclusion:-

Will only be considered as a final, formal step in a concerted process for dealing with severe disciplinary offences following the use of a wide range of other strategies, which have been used without success.

Exclusion / suspension will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or a suspension the Headteacher will:-

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the various policies involved
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome.

### **Special Educational Needs**

We recognise that children have Special Needs in terms of behaviour and that they need to be identified with strategies to support their behaviour incorporated into their Targeted Learning Plans. This information will be shared amongst staff so that a consistent approach can be used.

### **Use of Control and Physical Intervention**

(See also: DFE Use of Reasonable Force guidance 2013)

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be reasonably regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

If physical intervention is necessary then it should be done with another member of staff present and assisting to ensure the well-being of staff and pupil, and so there is a trustworthy observer who ensures everything is done appropriately. A record must be made of that intervention on CPOMs

### **Nurture group**

The children who attend this class are selected from a Panel meeting which meets once a term to assess children based on Boxall Profiles and teacher knowledge of the children. We also take into consideration family background and recommendations from other agencies.

The Nurture group exists to support children over a period of time determined by need in building resilience, self-esteem, social skills, the ability to self-regulate behaviour and developing their ability to engage in learning in the mainstream setting.

The activities in Nurture group tend to be focused primarily around personal, social and well-being issues linked to relationships and the wider community.

The Nurture group is overseen by the SENDCO and the skills link strongly to learning in the main cohorts.

Parents are kept informed about why their child has been selected and what progress they are making.

### **Alternative spaces**

There are a small minority of children who occasionally find it difficult to work within a class setting or are in such a state that they are too disruptive or dangerous to be in the same room as other pupils. At these times it may be decided by the class teacher, support staff, Inclusion Mentor and/or SLT member that the child should work in an alternative space with a TA or other available member of staff who can continue to help the child with their learning.

They may also need to calm down before they can engage in their learning.

Alternative spaces will be adapted to provide a supportive 1:1 environment in which children are enabled by skilled staff to calm and work for a fixed period of time until they can be re-integrated

into the mainstream class. Failure to work in the alternative space will mean an escalation of consequences for the child and this would need to be explained to them.

### **Parental support / parents as partners in education**

Parents/carers will be communicated with regularly regarding the behaviour of their children. This will take the form of positive comments on a regular basis and through Step letters and meetings for behaviours that cause concern. Good relationships with parents is crucial to ensure positive relationships with children.

Any discussions regarding inappropriate behaviour should be in private out of the hearing of other parents. Positive praise meetings with parents are a powerful strategy for those children who struggle with their attitude, behaviour and relationships.

### **EYFS**

Most of the above procedures are relevant for our Foundation Stage although, due to the age and phase of the children, there are more appropriate means for them to learn how to self-regulate their behaviour. Personal Social and Emotional Development is a key area in our Early Years curriculum and our skilled staff ensure that all children learn to act and react in an increasingly socially acceptable way through teaching and modelling desired behaviours.

### **Finally**

Effective implementation of this policy is crucial for the effective learning and wellbeing of all members of the school community.

The policy will be shared with professionals both within St Anne's Catholic Primary School and those agencies trusted by the school (eg Golden Hill outreach support).

This policy will be reviewed on a regular basis, shared through the school web-site and developed through discussion with the school's parents, staff and governors, as well as at staff training sessions on an annual basis.

An overview of this policy will form the basis for induction of all staff members.

St. Anne's is a happy, caring, welcoming and friendly school where everyone strives to do the best for every child in our care and where every child is encouraged to care for those around them.

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