

St. Anne's Catholic Primary School

Behaviour Policy

1 Introduction

- 1.1 At St. Anne's we support the assertive discipline management of behaviour and actively look for good behaviour.
- 1.2 We believe it is the responsibility of all staff to encourage good behaviour and self-discipline and to deal with incidents of bad behaviour appropriately.
- 1.3 In order to help children learn what is acceptable, the school has a set of guidelines to help children understand what is expected of them in terms of their behaviour.
- 1.4 We support the right of our teachers to teach our pupils to learn.
- 1.5 We encourage our children to discipline themselves through recognising and rewarding positive behaviour and building self-esteem.
- 1.6 We aim to be firm and fair by setting high, but realistic goals for behaviour in the classroom, school corridors, halls and the playground, and are consistent in our recording of unacceptable behaviour.
- 1.7 Consistency and fairness is paramount to the successful management of any behaviour policy and we believe allowances should not be made for disruptive or negative behaviour.

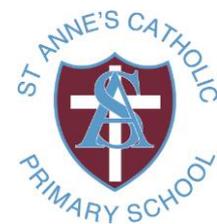
2 Rationale

- 2.1 Children need to understand that it is their bad behaviour that is unacceptable and that when they are corrected it is the behaviour that is disliked not the child.
- 2.2 The consequences of a child's misbehaviour should never humiliate or physically hurt them in any way.
- 2.3 We recognise that many factors can affect behaviour. These include, and are not limited to:
 - The general environment, both in and out of school;
 - The class environment (planning, tidying up, layout of furniture, organisation and attractiveness or otherwise of room, noise levels);
 - The weather;
 - The child's state of health;
 - Home circumstances (trauma, death, rejection, family breakdown, over indulgence, difference in value system, cultural, new baby);

- Parental attitudes to child and school;
- Emotional and psychological disturbances;
- Inability to mix socially;
- Change of teacher;
- Change of school routines;
- Different styles of teaching and inconsistency of approach;
- Peer group influence;
- Issues directly related to a child's special educational needs;

3 Strategies to promote good behaviour

- 3.1 Class rules should be relevant and achievable.
- 3.2 A set of school rules (non-negotiables) is displayed in every classroom. These are our school rules designed to ensure consistency of approach throughout the school. In addition to this, a class contract linked to the school motto is devised by every class at the beginning of the academic year. This contract contains a set of class rules intended to be guidelines for the sort of behaviour the children and adults expect to see in their classroom. In EYFS and KS1 these rules are recorded pictorially.
- 3.3 House/Dojo points are awarded to encourage good behaviour for learning: active listening, cooperation, following instructions, participating, displaying a positive attitude and working hard. Parents are invited to create their own Dojo accounts and link them to their child's Dojo profile online.
- 3.4 When noise levels rise, the children feel it necessary to raise their voices to be heard. Silencing the class in order to get their attention means any matters can be dealt with in a calm manner. Some ways in which this may be done include:
 - Placing hands on head/raising your hand for the children to copy;
 - For younger children: wiggling ears for the children to copy, reminding them to listen;
 - Lowering voice;
 - Stop, look and listen;
 - Clapping
- 3.5 Teachers and other adults in the school are polite, courteous and always treat the children with respect, providing positive role models.



- 3.6 If a child's behaviour suddenly changes, teachers and other school adults will check with parents for any changes in home circumstances that might be a cause. All staff will be aware of signs of bullying.
- 3.7 School adults aim to deal with any situations at play time or lunch time, once a child has calmed down.
- 3.8 Provide praise will be given to those pupils who follow rules in order to reinforce and reward positive behaviour.
- 3.9 Use a range of interactive class games and puzzles for sharing and taking turns.

4 Strategies for Preventing Inappropriate Behaviour

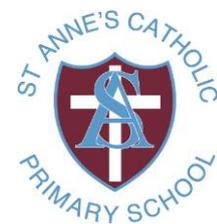
- 4.1 For any whole school preventative strategy to work, it is important that there is a consistent, clear and common approach taken by all adults involved.
- 4.2 The children should be aware of what is expected of them at all times, wherever they are in school. All children should be valued as individuals; positive relationships are the foundation of successful behaviour management.
- 4.3 Children should be made aware of the consequences of breaking rules (see appendix 1 – Behaviour pyramid) and rewards for keeping them.
- 4.4 *Classroom* - Class rules and class contract should be displayed in every classroom.
- 4.5 *Stairs and Corridors* - adults should have the same expectations of children's behaviour when using stairs and corridors and should apply rules consistently, e.g. which sides of the stairs to use, acceptable noise level, etc.
- 4.6 *Dining Hall* - in the dining hall, simple guidelines on queuing up, finding a seat, not 'hanging around', cleaning plates and noise level should be followed (see Dining Hall rules – appendix 2).
- 4.7 *Playground* - in the playground, adults should reinforce expectations of playground behaviour – for example, promoting sensible use of pitch and apparatus, safe play and caring for one another.

Playtime procedures are regularly reviewed:

- 1- when the bell rings, pupils stand still;
- 2- an adult will direct children to their lines and the pupils will walk in silence to class lines.

Verbal rewards are given to individuals or classes doing well, e.g. praise, House/Dojo points, etc. (see Playground rules – appendix 3).

- 4.8 *Wet Play* - during wet play, it may be appropriate for two classes to be supervised together. Classroom rules apply during wet play and children will



be kept occupied with an activity that can be carried out sitting at a table. DVDs or videos and other activities are used. Adults should reinforce the fact that the classroom is not a playground and expectations will be different (see Wet Play rules).

4.9 *Learning Mentor*

The Learning Mentor is available for children who experience behavioural, social or emotional difficulties. Staff can use this service both for ongoing or immediate cases to provide support and intervention for the child.

5 Our Reward System

5.1 The aim of our reward system is to create and maintain a well-motivated and positive atmosphere where children learn that teachers and other adults at St. Anne's consistently recognise good behaviour. Positive recognition encourages children to continue appropriate behaviour and giving attention to good behaviour reinforces expectations - children need to be told they are doing the right thing and be praised and rewarded for it.

5.2 KS1

5.2.1 Verbal praise is given in front of the class and to parent/carers via the newsletter.

5.2.2 House/Dojo points are given in classroom to promote good behaviour for learning.

5.2.3 Dojo certificates are given to those children who collect the highest amount of points every half term and their names are displayed in the Class Dojo display. Additionally, the termly winners receive a reward at the end of the term.

5.2.4 A behaviour chart is kept and used daily to monitor the children's behaviour and provide them with instant visual feedback.

5.2.5 Stickers are given for good work and behaviour.

5.2.6 Head teacher's tea party.

5.2.7 Certificates are awarded at Certificate Assembly.

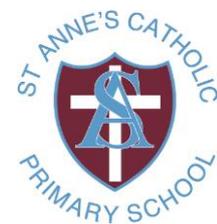
5.3 KS2

5.3.1 Verbal praise is given in front of class and to parents/carers via the newsletter.

5.3.2 Tangible rewards are given.

5.3.3 Certificates are awarded to children at Certificate Assembly.

5.3.4 House/Dojo points are given in classroom to promote good behaviour for learning.



- 5.3.5 Dojo certificates are given to those children who collect the highest amount of points every half term and their names are displayed in the Class Dojo display. Additionally, the termly winners receive a prize at the end of the term.
- 5.3.6 Special privileges are given (extra computer time, playtime, etc.).
- 5.3.7 Head teacher's tea party.
- 5.3.8 Other members of staff award certificates to children at KS2 Certificate Assembly.

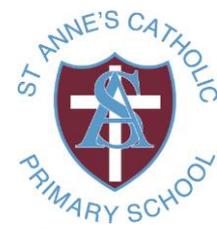
5.4 In EYFS:

- 5.4.1 Verbal praise is given in front of class and to parents/carers via the newsletter.
- 5.4.2 In Reception and Nursery, a behaviour chart is kept and used daily to monitor the children's behaviour and provide them with instant visual feedback.
- 5.4.3 House/Dojo points are given in classroom to promote good behaviour for learning; active listening, cooperation, following instructions participating, displaying a positive attitude and working hard.
- 5.4.4 Dojo certificates are given to those children who collect the highest number of points every half term and their names are displayed in the Class Dojo display. Additionally, the termly winners receive a prize at the end of the term.
- 5.4.5 Stickers are given for good work and behaviour.
- 5.4.6 Head teacher's tea party;
- 5.4.7 Playground Pal of the Week is recorded in the newsletter.
- 5.4.8 Dojo/House points are awarded by midday supervisors.

6 School House Point System

- 6.1 A House Point System is used throughout the school, linked to Class Dojo, where children accumulate points to win the school trophy.
- 6.2 Each child and all members of staff, except the Headteacher, are assigned to one of the following houses:

St Martins (Green)
St Anne (Red)
St Joseph (Yellow)
St Bernadette (Blue)



- 6.3 The Reception classes are divided into houses each year and siblings are placed within the same house.
- 6.4 Years 1 and 2 have a chart in each class for recording House Points.
- 6.5 House Point results for the week are collected by monitors and the winning house is announced in the Key Stage assembly.
- 6.6 At the KS2 Certificate Assembly each week, Elected House Captains will collect the winner's trophy, which will then be displayed, with the winning house name, in the trophy cabinet.
- 6.7 The maximum number of points to be given at any one time is one and should be awarded to children for good work and positive behaviour, ensuring equal opportunities for all children in the school. Non-class based staff can give more than one point for displaying good manners and good behaviour around the school.
- 6.8 There is a prize each term for the House that collects the most points. This may take the form of extra playtime, extra access to the pitch, etc.

7 Whole School Rules

7.1 General

- 7.1.1 Respect and listen to all adults.
- 7.1.2. Respect and appreciate each other and the school property. Remember to say please and thank you.
- 7.1.3 Move sensibly and quietly around the school and in the classroom.
- 7.1.4 Keep the school grounds tidy and clean.
- 7.1.5 Always look smart and wear school uniform at all times (see uniform policy).

7.2 Playground

- 7.2.1 Be considerate and respectful of one another. Stop when the bell rings and walk silently to line on the second bell.
- 7.2.2 Line up sensibly without pushing or talking.

7.3 Lunch Time

- 7.3.1 The lunch time rules are displayed in the hall. Children are reminded of them as appropriate.

7.4 Church

- 7.4.1 Always make visits to our church a prayerful occasion

7.5 Outings

7.5.1 Always act in an appropriate manner to promote our school's excellent reputation.

8 Sanctions

8.1 When sanctions are issued, we follow the Education and Inspections Act 2006. Section 91 states that the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have.

8.2 It is an expectation that low-level disruption (for example; persistent chattering, fiddling with pens or pencils, rocking on chairs, etc.) will be dealt in class by the class teacher.

8.3 **KS2**

Within a session:

8.3.1 Verbal warning: talking and explaining to the child why their behaviour is unacceptable and reminding them of behaviour expectations.

8.3.2 Second verbal warning: Pupil loses a point on class Dojo (red Dojo). This means the child will miss 5 minutes of playtime with class teacher.

8.3.3 Sanction: Pupil loses another Dojo point (red Dojo). At this point, the class teacher will employ de-escalation strategies in class (time-out chair, etc.). Detention can be issued by the class teacher if the behaviour warrants it. Parents will be informed by the class teacher if a detention is given to their child.

Throughout the day:

8.3.4 Referring children to Phase Leader: If additional behaviour which disrupts the normal flow of the lesson occurs, the child will be sent to the phase leader for time out. Phase leader will:

- discuss the behaviour with the child
- record date and reason in the behaviour file
- issue a pitch ban or equivalent

8.3.5 If the behaviour continues after the child has been sent out to the phase leader class teacher will refer the pupil to the Inclusion team.

8.4 **EYFS & KS1**

8.4.1 Verbal warning: explanation of why their behaviour is unacceptable

8.4.2 2nd verbal warning: Name moved on behaviour chart

8.4.3 Sanction: Red dojo point. Time out chair.

8.4.5 More serious incidents: Put straight on sad face without verbal warning. Time out chair.

8.5 If the teacher considers the behaviour to be of a serious nature (see section 10) the class dojo system will be superseded by a referral to a member of the Inclusion team or ELT depending on the severity of the incident.

8.6 If all other efforts have failed, or if an incident is sufficiently serious, fixed-term or permanent exclusion may be used. These will only be used as a last resort. For further advice on this see Local Authority or DfE guidance.

8.7 **PLAYGROUND**

8.7.1 Children who do not line up silently and sensibly will be asked to stand by the wall (KS2) or by the fence (KS1) in their playground and spoken to by the teacher on duty. These incidents will be recorded in the Playtime/Lunchtime behaviour book (KS2).

9 Referring to SLT

9.1 Any serious or persistent incidents of poor behaviour should be referred to the Inclusion team as should the following:

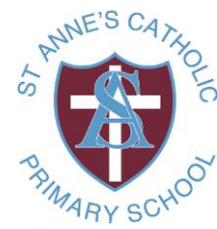
- Being disrespectful or rude, e.g. swearing, etc.
- Stealing or the damaging of property.
- Uncontrollable, aggressive or inappropriate behaviour that could prove harmful towards the child or others, e.g. fighting or displaying aggressive behaviour.
- Incidents of racist, homophobic or bullying behaviour should be reported to the Inclusion team and will be escalated to the Deputy Head or Headteacher when appropriate.

9.2 Parent(s)/carer(s) of all parties will also be informed.

9.3 Concerns involving safeguarding must be referred straight to the Designated Safeguarding Lead or, in his/her absent, the Head Teacher.

10 Recording Incidents

10.1 Behaviour incidents must be recorded in the behaviour books kept in the classrooms before the children attend detention. The record must include name of pupil, class, date, name of the adult dealing with the incident and details of the incident. The children bring this book to detention where the supervising adult will record the incident in the 'Behaviour Incident File', which can be found in the shared computer system. These files are monitored on a weekly.



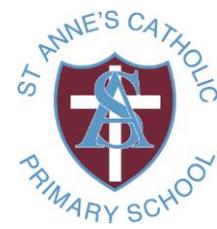
- 10.2 Separate books are kept for EYFS, KS1 and KS2 playgrounds. These books record any positive behaviours or negative conduct, arising during morning, lunch and afternoon playtimes.
- 10.3 If a child's name appears on these books 3 times in a half term, the child will be sanctioned with a lunchtime detention.

11 Detention

- 11.1 The behaviour incident file is monitored on a weekly basis by the Inclusion Manager and a record is kept of children attending lunchtime detention. If a pupil has attended detention three times in any term, a letter is sent home to inform the parents of the pupil's behaviour. If the child is receives another three detentions within that term the parents are contacted and the child is put on the 'Report Card System' (see appendix 1 – behaviour pyramid).
- 11.2 For health and safety reasons, children must be supervised at all times.

12 Involvement of Parents/Carers

- 12.1 The school aims to involve parent(s)/carer(s) fully in their children's education.
- 12.2 We do our best to listen to parent(s)/carer(s) in order to build on the experiences they have at home.
- 12.3 We do our best to keep parent(s)/carer(s) fully informed of their individual children's progress and development. This is achieved through the encouragement of parent(s)/carer(s) to participate in every aspect of their children's education. We strongly encourage parent(s)/carer(s) to attend autumn, spring and summer parents evenings. Key subject workshops (e.g. Maths and English) take place throughout the year, and teachers communicate both formally and informally with parent(s)/carer(s) regularly.
- 12.4 In the management of behaviour, parental/carer support is essential and we aim to involve parents fully. There is a Home-School-Child Agreement signed on entry to the school.
- 12.5 Parent(s)/carer(s) are informed of their children's progress and behaviour and are asked to support the school when the child displays unwanted behaviour. We appreciate the importance of informing parents of not only difficulties their child might be experiencing but positive achievements as well.
- 12.6 When a child is not making any effort to stop inappropriate behaviour in either the classroom or playground, the class teacher arranges an informal meeting with parent(s)/carer(s). Immediate contact may be necessary with parent(s)/carer(s) for such incidents as those of a racist or bullying nature. In cases of persistent problem behaviour or behaviour of a serious nature, the Inclusion Manager/Headteacher is involved in the meeting. If necessary, after consultation with the pupil's, parent(s) /carer(s), a weekly behaviour



star/comment chart may be implemented. This breaks the day down in to small units of time and is signed by parent(s)/carer(s) on a daily or weekly basis. Alternatively, daily or weekly contact with parent(s)/carer(s) may be necessary for a period of time.

13 Exclusion

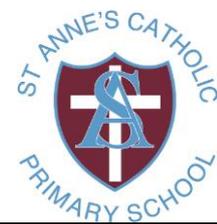
- 13.1 Children are excluded from school when their behaviour is such that it persistently prevents the effective teaching and learning of others or causes them real harm.
- 13.2 If behaviour persists then appropriate action is then taken. Parents are warned first that if the child's unacceptable behaviour continues they will be excluded.
- 13.3 It may be appropriate to exclude a pupil without warning for a one-off incident if that incident is deemed to be serious enough (e.g. violent conduct).
- 13.4 Following a period of exclusion the Head Teacher meets with the child and the parent to emphasise what constitutes acceptable behaviour.
- 13.5 Exclusions are reported to the Governing Body and to the LEA.
- 13.6 A pupil will be excluded permanently;
- in response to a serious breach or persistent breaches of the school's behaviour policy **and**
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- 13.7A permanent exclusion will be used as a last resort.

14 Confiscation of inappropriate items

- 14.1 Inappropriate items will be confiscated by the school.

15 Related policies

- 17.1 See also:
- Teaching and Learning;
 - Safeguarding;
 - EYFS;
 - Equal Opportunities;
 - Physical Intervention
 - Supply Staff procedures;
 - Guidelines
 - for Midday Supervisors;



Date agreed by Governing Body on	Signature of Chair or Vice Chair
Date agreed for review May 2018	Frequency of Review Annual/Bi-annual/Three-year cycle
Responsibility for Review Committee / Headteacher	



Appendix 1

St. Anne's Behaviour Pyramid

If your behaviour is considered a serious occurrence you will be fast tracked to the Head Teacher for action up to and including exclusion.

Action by Head Teacher:

If after a period of time there is not a significant improvement your parents and you will meet with the Head Teacher.

Action by Inclusion/Behaviour Team:

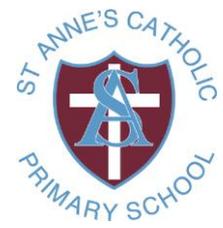
A second letter will be sent home and your parents/carers will be called to a meeting to discuss your behaviour. A record of this meeting will be kept and your behaviour will continue to be monitored. You will be given a report card over 3 weeks and asked to report to the designated person before play time, lunchtime and at the end of the day. Failure to achieve your targets will result in loss of playtimes.

Action by Inclusion Manager:

A letter will be sent home to inform your parents/carers of your behaviour. If this happens again in the term you will move to the next step.

Action by Class Teachers or Teaching Assistants:

If you are not following our school rules you will be sent to detention and this will be recorded in the detention file. If your name appears in the detention files 3 times in one term you will move 1 step up the behaviour pyramid.



Appendix 2

Our Dining Hall Rules



- We queue in silence
- We ask for our food politely
- We always choose a healthy meal
- We sit down sensibly
- We eat and talk quietly
- We finish our food before leaving

Appendix 3



St. Anne's School

Playground Rules



We play together, look after one another and speak nicely to each other.



We allow other children to play their own games.



We respect the grown ups who look after us.



When the bell rings we stand still and stop talking.



We walk sensibly to our lines and quietly to our classrooms.



We always tell an adult if we feel sad or frightened.



We look after our playground, our equipment and our garden.

Playtime and Lunchtime

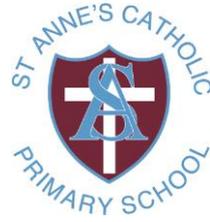
When the first bell rings...

We stand still.



When the second bell rings...





**We walk to our lines and wait sensibly for
our teacher.**