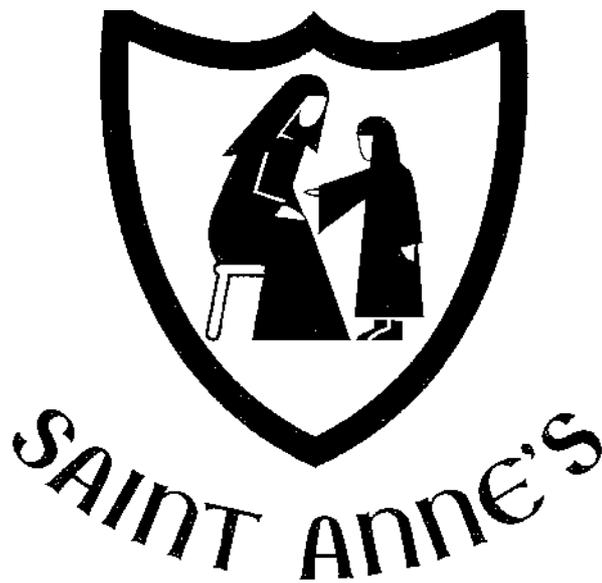


# St Anne's Catholic Primary School



*Let trust, respect and love live here*

## Behaviour Policy

Developed Stakeholders and 1<sup>st</sup> adopted BY THE GOVERNING BODY 27<sup>th</sup> June 2006  
Most currently reviewed and amended Summer 2016

## Aims and Expectations

It is a primary aim of St Anne's Catholic School that every member of the school community feels valued and respected, and that each person is treated fairly and well. By ensuring this, we will be living out the Gospel message of our mission statement:

*Let trust, respect and love live here*

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

## School Ethos

All at St. Anne's share a common vision:

***Vision Statement***  
***'With Jesus in our Hearts, We Learn and Grow'***

Our vision is realised through our school aims:

- *We aim to show, all that are touched by our school, that Christ is at the centre of everything we do*
- *We provide a school environment which is happy, stimulating, safe and secure*
- *We provide a rich, broad curriculum with a wealth of opportunities for all, that will nurture self-motivated independent learning which searches for excellence*
- *We enhance and promote high standards and expectations*
- *We recognise the God given dignity of each member of the school community; all are valued and respected as individuals and are treated fairly and with compassion*
- *We recognise that every child has potential and we provide opportunities that will encourage all children to maximise their abilities, aptitudes and talents*
- *Our school is rooted in its commitment to Religious Education that is instrumental to the achievement of success and excellence*
- *We embrace technology that will motivate, inspire and thrill*
- *We expect that all members of our school community are well mannered and polite sharing in an ethos that enables trust, respect and love to grow*

At St Anne's we actively seek to promote 'Every Child Matters' :

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We are therefore committed to maintaining an environment where desirable behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem. The school community can achieve this by adhering to the **St. Anne's Code and St. Anne's Good Communication Charter**. Members of the school community are: children, staff, governors, parents, members of the Parish and visitors.

The code is discussed with the children at the beginning of the school year. It is a reference point of expected behaviour for all who are present and is displayed throughout the school.

## St Anne's Code

We believe that everyone must be included and be safe. For this to happen we must make the right choices about our behaviour.

We will...

- 'Let Trust, respect and love live here'
- Come to school ready to learn
- Try our very best
- Remember our E-Safety code when using digital equipment
- Be kind and not hurt other people's feelings
- Listen when other people are speaking
- Be responsible for our actions
- Show our good manners
- Treat property with respect
- Play Fairly

At the beginning of the school year, and at regular intervals every class visits the code of conduct and Good Communication Charter.

### St Anne's Communication Charter

The way we communicate with each other makes a **big** difference to how we feel. Follow these rules to keep St Anne's a happy place to work and play in.



1. Remember your good manners.
2. Smile at each other.
3. Encourage and compliment each other.
4. Don't tease people.
5. Don't tell lies.
6. No bad language or swearing.
7. If something is worrying you tell someone you trust.
8. Don't spread rumours.
9. No racism.
10. Think before you speak!



## **The Responsibilities of the School Community**

### **Staff and Governors will:**

- praise good behaviour and work
- actively promote the St. Anne's Code at all times
- take an interest in the welfare of the pupils
- provide work, procedures and routines within the school which will enable the children to be successful
- be consistent and fair
- model the expectations of the policy
- support colleagues across the school in the management of behaviour
- actively deal with behavioural issues whenever and wherever they occur (Staff and Headteacher initially)
- involve and communicate with parents
- be careful not to label children through their behaviour
- provide opportunities for children to take on leadership responsibilities
- Uphold and model the highest standards of behaviour as stated in the Teaching Standards and Job descriptions

### **Children will:**

- actively follow and promote the St. Anne's Code at all times
- treat all members of the school community with courtesy and respect
- take responsibility for their own behaviour and an active role in resolving issues
- tell adults if they (or others) are upset or have a problem
- behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- treat living things kindly
- try their best
- take responsibility for personal possessions
- treat everyone in the school community with kindness
- provide a good role model for younger children

### **Parents will:**

- support the school's behaviour policy
- support the Catholic Ethos of the school
- ensure their child attends school, is punctual, appropriately dressed and well equipped
- work together with the school regarding discipline and management of behaviour and trust that the school has every child's needs at heart
- communicate to the school anything which may affect their child's behaviour
- show courtesy and respect to all members of the school community
- respect the limitations of staff time
- provide a good role model
- praise good behaviour and work
- support children with their homework
- attend parent's evenings

### **Positive behaviour is encouraged through:**

- praise by staff and parents;
- whole-school recognition in Celebration Assembly, as Star of the Week or recommendations for Good Citizen awards;
- Headteacher Certificates and stickers awarded for sustained effort to improve behaviour or consistently good behaviour and attitude;
- positive feedback to classes through the School Council;
- communication with home through weekly newsletter
- regular opportunities for Social and Emotional Aspects of Learning (SEAL);
- 'Circle Time' activities where appropriate behaviour is explored and discussed;
- Child led class liturgy
- individual target setting (e.g. Individual Education Plan, Behaviour Support Plan, class/group/individual targets);
- projects with the Behaviour Support Service, eg, within a class, group or individually;
- dealing with incidents individually and providing children with opportunities to have a fresh start wherever possible.

### **Dealing with unacceptable behaviour:**

It is the responsibility of the class teacher to ensure that school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

### **GOOD TO BE GREEN**

Good to be green is a scheme that operates across the school. The children start each day on a green card. Persistent poor behaviour results in a warning card being placed in front of the green card. If the child tries hard to rectify the behaviour the card can be taken away. If the poor behaviour persists another orange card is issued. If the child still continues to mis-behave a red card is issued and the child misses their privilege time on a Friday afternoon. (A red card is issued for persistently and deliberately poor behaviour – the same type of behaviour displayed when the warning cards were issued) Red cards are serious and should be seen as such by the children. If 3 red cards are issued within a ½ term parents are informed and invited into school to discuss their child's behaviour. Every morning, each child begins on a green card. It is a new day, a new start. Orange cards are not carried over.

The Headteacher keeps records of all letters and discussions with parents.

After discussion with parents the child may be put on a behaviour diary. This means that the child has a book in which both positive and negative behaviour is written and is then taken home at the end of the day to show parents. Parents may also be requested to visit the class teacher on a regular basis in order to receive regular updates.

Poor behaviour at lunchtime will result in a period of 'time out' or time at the 'thinking zone'. A member of the School Leadership Team will be involved if a child is sent to the 'thinking zone'.

### **Exceptional Circumstances**

*In the event of **extreme behaviour** where:*

- *the child puts others' safety at risk,*
- *the child puts his or her own safety at risk,*
- *school property is seriously or repeatedly damaged,*
- *there is persistent breach of the Behaviour Policy,*

*there may be no option but to impose a **Fixed Term** or **Permanent Exclusion**. Any child considered to be at risk of exclusion will be subject to a **Behaviour Support Plan** formulated by a multi-disciplinary team, Governors and Parents, to try to minimise that risk.*

### **Physical Restrictive Intervention**

It may be necessary for there to be a 'physical intervention plan' in place. (Please refer to Physical Restrictive Intervention Policy). Restrictive intervention is always a last resort and will always be planned with staff, parents and behaviour support/educational psychologist.

### **Bullying**

All types of bullying (disability, cyber, homophobic, racist, sexist, sexual and transphobic bullying) that may occur. is considered to be extremely serious and is treated with zero tolerance. All staff are aware of the different types of bullying and a familiar with the identification of the characteristics of all types of bullying.

### **There are four common objectives when responding to incidents of bullying in St. Anne's.**

These are to:

- Prevent, de-escalate and/or stop any continuation or harmful behaviour;
- React to bullying in a reasonable, proportionate and consistent way;
- Protect the pupil who has experienced bullying, and provide sources of support as needed;
- Apply actions, including relevant sanction to the pupil(s) who has caused the harm and ensure that they learn from the incident
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Please refer to the Anti Bullying Policy for further information

## **E-Safety**

E-Safety is integral to school life. The school council, parent representatives, staff and Governors worked together to create a policy that reflected our aims and put safety at the forefront. All staff are familiar with the e-safety policy.

## **PREVENT**

Staff and Governors are familiar with and have received training about the PREVENT agenda. Any concerns will be communicated to the Designated Safeguarding Lead.

## **Racism**

In addition to the sanctions contained within this policy, incidents of racism must be reported to the Headteacher who will inform the appropriate authority as stipulated by the Staffordshire Local Education Authority.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any one in the school community that demonstrates hostility to race, even if they later regret their actions or state that they 'didn't mean it' are still guilty of racism and the school will act quickly and efficiently. Any adult witnessing an incident or have been informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the headteacher or deputy headteacher and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the main office);
- inform both sets of parents, if appropriate.

For further information the school's Race and Equality Policy should be referred to.

## **Implementation of the Policy**

- The Policy is made available to all families and is on the school website
- All new families to receive the policy and requested to sign a Home – School Agreement
- All new staff and trainees to receive training in the policy's implementation
- Revised policy presented to staff, pupils, parents and governors
- Policy discussed by School / Class Councils and opportunity provided for comment
- New St Anne's Code presented to the children and displayed prominently around the school
- Class Codes displayed clearly

## **Monitoring**

This policy will be monitored regularly by the Leadership Team and updated as necessary to meet the changing needs of the school. It will be reviewed at least annually as part of the school's cycle of monitoring and through regular classroom observations.

This policy should be read in conjunction with other relevant school policies.

This Policy was developed prior to and during an INSET training morning for all stakeholders in May 2006. It was reviewed in Spring 2007, 2008, 2009, 2012, 2013, Autumn 2014, Autumn 2015 and Summer 2016