



## **Behaviour Policy**

<b>Ratification date:</b>	March 2023
<b>Committee:</b>	PCE
<b>Chair of Governors:</b>	Debbie Penny
<b>Head Teacher:</b>	Nuala Ferguson
<b>Review Date:</b>	March 2024

### **1. MISSION STATEMENT**

#### *CHRIST AT THE HEART OF ALL WE DO*

At St. Anne's, we learn about God, ourselves, our church and how to pray.  
We try to be a good friend, have fun, love each other and be kind to each other.  
We want to let every child in our school have the same chance as everyone else.  
When we make mistakes, we are forgiven, and each day is a new beginning.  
We want everyone in our school to feel safe and happy.

**Be Ready**

**Be Respectful**

**Be Safe**

### **2. AIMS**

St Anne's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and building relationships is key. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

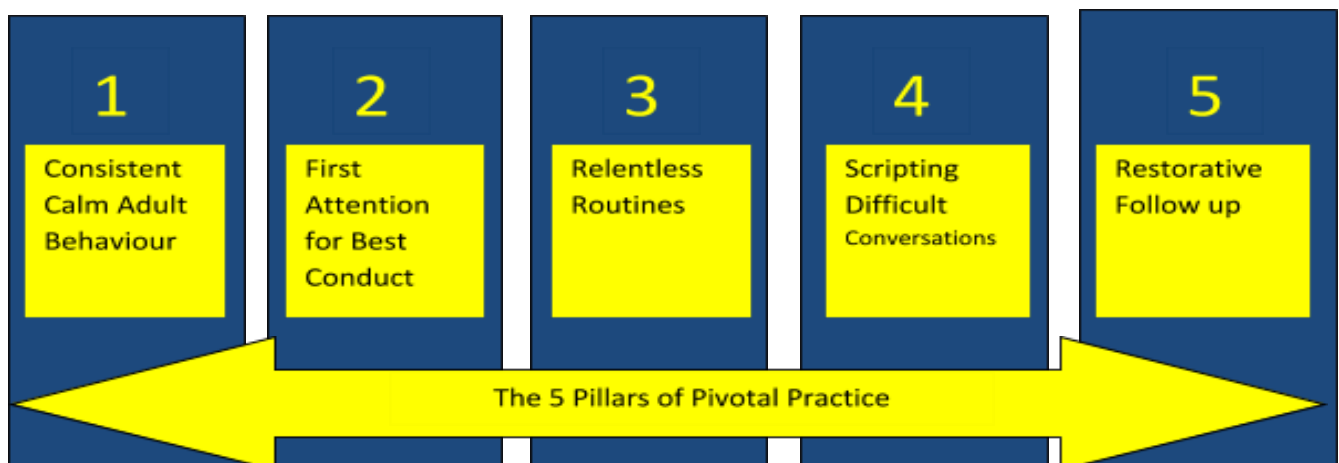


Our Behaviour Policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community, of which Christ is at the centre, which values kindness, care, good humour and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



**\*\* When the adults change, everything changes"** (Pivotal Education)



### 3. Roles and Responsibilities

At St Anne's Catholic Primary School, we believe that everyone has the responsibility to build key relationships.

#### All Staff

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson. (*recognition board*)
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

#### Senior Leaders

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around the site (especially at times of mass movement) and to support appropriate conduct.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Encourage use of Positive Notes and Positive Phone Calls
6. Support all staff in managing learners, meetings and in conversations.
7. Use behaviour data to target and assess interventions, college wide behaviour, policy and practice.
8. Regularly review provision for learners who fall beyond the range of written policies
9. Ensure staff training needs are identified and targeted

#### The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.



## 4. Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

### Classroom Level:

- Positive Praise (*one to one or whole class*)
- Recognition board in every class room
- House points
- Stickers
- Verbal and written feedback
- Weekly certificates
- Class teacher to send home copies of excellent work

### Senior Leader Level:

- Progress Certificate awarded half termly from the head teacher
- Post Card home from the head teacher
- Hot Chocolate Friday (*half termly for those recognised as going 'over and above'*)
- Mention in the whole school weekly newsletter/Facebook page
- Winning House Team Treat Day

## 5. Managing Behaviour

Engagement with learning is always the primary aim at St Anne's. For the vast majority of learners a gentle reminder in the right direction is all that is needed. Although there are occasions when it is necessary, further steps are taken. We believe that steps should always be gone through with care and consideration, taking individual needs into account where necessary. All learners must be given 'take up time' in between steps.

Learners are held responsible for their behaviour. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Staff will always deliver sanctions calmly and with care.



Steps	Actions
1) Redirection /Reminder	<p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>A reminder of our three simple rules - <b>Ready, Respectful, Safe</b> delivered privately wherever possible.</p> <p>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2) Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>"stop, think, .....make the right choice"</p> <p>"think carefully about your next step"</p>
3) Last Chance  (5 minutes after class for restorative conversation/10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p><b>Use the 30 second scripted intervention</b></p> <ul style="list-style-type: none"><li>• <b>I have noticed that</b> you are...(having trouble getting started, wandering around etc.) right now.</li><li>• <b>At St Anne's, we...</b> (refer to the 3 school rules – ready, respectful and safe)</li><li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li><li>• <b>See me for 5 minutes</b> after class/during break</li></ul> <p><b>Do you remember yesterday/last week when you...</b> (refer to previous positive behaviour)?</p> <ul style="list-style-type: none"><li>• <b>That is who I need to see today...</b></li><li>• <b>Thank you for listening...</b> then give the child some ' <b>take up' time</b></li></ul>
4) Cool Off	<p>Cool Off might be a short time away from the classroom with another class/TA/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>



5) Repair Restorative Conversation	5 questions is usually enough from the following: <ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought since?</li><li>• How did this make people feel?</li><li>• Who has been affected?</li><li>• How have they been affected?</li><li>• What should we do to put things right?</li><li>• How can we do things differently in the future?</li></ul>
<b>Consequences</b> Communication with parent/ carer  A formal meeting with SLT and parents/carers.  Weekly behaviour meetings  Exclusion	<p>If a child has two incidents in a week requiring reflection, the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion.</p>

A **Serious Breach** is an incident that may lead to a fixed term exclusion.

Such incidents could include:

- Fighting
- All forms of serious/ continuous bullying
- Racist, sexist or comments that undermine the 2010 Equality Act.
- Physically striking adults.

Alternatives to exclusion, where appropriate, include: community service and payback such as litter picking or grounds tidying.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy



## 6. OPAL PLAYGROUND INITIATIVE

Through our Opal initiative, we aim to:

- To provide children with a play setting which is both stimulating and challenging.
- To develop social skills, enhancing communication, collaboration and problem solving.
- To encourage children to develop independence and take responsibility for themselves and others.
- To allow children to take risks and use a common-sense approach to the management of these risks and their benefits.
- To develop skills in self-assessing and managing risk.
- To enable children to develop respect for their surroundings and each other.
- To aid children's physical, emotional, social, spiritual and intellectual development.
- To provide children with a range of environments which will support their learning across the curriculum and about the world around them.
- To promote self-confidence and the ability to make choices, problem solve and to be creative. - To build emotional and physical resilience

## 7. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the headteacher and Full Governing Board annually. At each review, the policy will be approved by the headteacher.

## 8. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Play Policy

List any other related policies that your school holds here, including the anti-bullying strategy if applicable.



Date	Version	Notes
March 22	Draft 1	Initial draft shared with full governing Body
	Version 1	Ratified by governing board
March 2023	Draft 2	





## **APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.



## APPENDIX 2: St Anne's Behaviour Blueprint

Christ At The Heart Of All We Do Be Ready. Be Respectful. Be Safe		
<b><u>Stepped Sanctions</u></b>  1. Reminder (3 rules) privately if possible.  2. Caution (outline behaviour and consequence)  3. Last chance (30 second intervention)  4. Cool Off  5. Repair (restorative conversations)	<b><u>Microscript</u></b> (30 second scripted intervention) <ul style="list-style-type: none"><li>• <b>I have noticed that you are....</b></li><li>• <b>At St Anne's we...</b> (refer to the 3 rules)</li><li>• <b>Because of that, you need to...</b> (refer to action to support behaviour)</li><li>• <b>See me...</b> (after class/at break/lunch time)</li><li>• <b>Do you remember.... When you...</b> (refer to previous positive behaviour) <b>that is who I need to see today.</b></li><li>• <b>Thank you.</b> (then walk away. Give them 'take up time')</li></ul>	<b><u>Restorative Conversations</u></b> <ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought since?</li><li>• How did this make people feel?</li><li>• Who has been affected?</li><li>• How have they been affected?</li><li>• What should we do to put things right?</li><li>• How can we do things differently in the future?</li></ul>
<b><u>Visible Adult Consistencies</u></b>  Meet and Greet  First attention to best conduct  Calm and caring	<b><u>Rules</u></b>  Be Ready  Be Respectful  Be Safe	<b><u>Over and Above</u></b>  Gospel Values  Effort  Initiative