



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



# **Behaviour Policy**

2019-2020

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## **Behaviour Policy**

### **Introduction**

This policy operates in the context of the school's Behaviour Code and reflects the ethos of our school. Our Mission Statement, ***“Love one another, as I have loved you, in our home, school and parish family”*** underpins everything that we do in school and every policy that is written. We strive daily to live the Gospel values in our lives.

We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

**Our Golden Rules underpin the life of the school:**

- **Be respectful**
- **Be hard working**
- **Be kind**
- **Be honest**
- **Be Safe**
- **Be happy**

### **Aims**

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way. To ensure that children are aware of the school's Golden Rules. These rules are displayed in each class.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

## A Positive Approach

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, **good discipline arises from good relationships** and from setting expectations of good behaviour. It is important that children are familiar with the school ethos and Golden Rules.

## Resolution of Conflict

When supporting children in solving their own problems staff demonstrate, through words and body language, that they will respect children's feelings and concerns and that they will guide them towards alternative ways of coping with situations.

Observant and sensitive adults bring emotional safety to tough situations.

## Five steps to Conflict Resolution

1. **Stand Back** to see if the children can resolve the situation for themselves. Try to find a suitable location (quiet if possible) to speak to each child in turn. Always remind children to tell the truth. Reward children who tell the truth straight away. "Thank you for telling the truth"
2. **Be at the children's level and use calming words**, spoken at normal volume, defuse high emotional temperature by use of facial expression, gesture and positive body language. If the child is speaking in a raised voice remind him/her that you will not listen to him/her until he/she calms down.
3. **Acknowledge feelings** – 'I can see that you are really upset, would you like to tell me about how you feeling? Would you like to tell me about what happened here? Or 'Why do you think she is feeling so sad right now?' (Help children to move on emotionally and be ready to solve the problems themselves)
4. **Reflect back the children's voices** – "Let me see if you have got this right, you said she snatched the toy away from you when you were playing with it on the mat...'
5. **Enable children** to come up with their own solutions to the conflict. **Ask the children 'How might we sort out this problem?'** (Be prepared to give them time, don't jump in too soon, however if children really struggle with this you should offer a suggestion, resist the pressure to sort out too swiftly who was in the wrong or who should be given the toy under dispute)

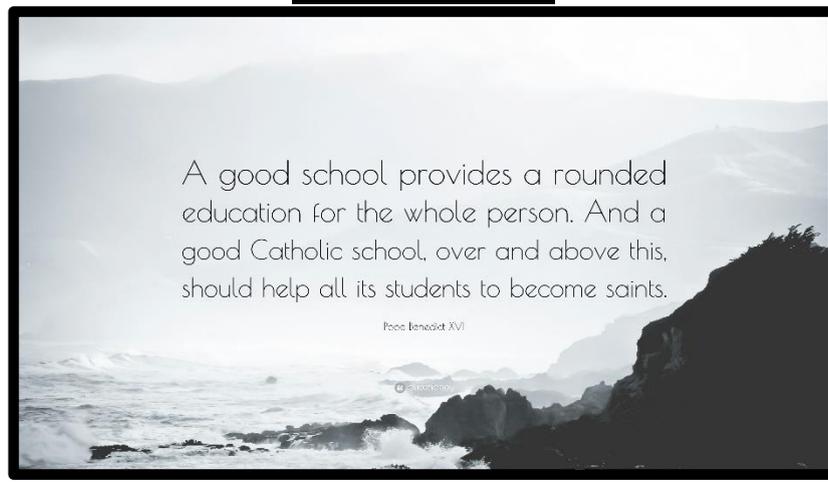
## Achievement and Rewards

Children will and must be rewarded for good behaviour. We use a series of rewards which include:

- Praise both through gesture and verbally.
- Positive and encouraging feedback on work the children have completed
- Stickers and Stamps
- Halo points
- Special mention in class or in Assembly
- Exhibiting good work in class or in display areas
- Informal referral to Head teacher or Deputy heads
- Using stars/smiley faces on charts, books etc
- Weekly merit for complying with the Golden Rules
- Termly Merit of Achievement
- **Weekly Reward for tidiest corridor/cloakroom**
- £5 to the class bank for best attending class
- Certificates and Badges
- Annual Attendance Award

We reinforce good behaviour and strive to help our children feel good about themselves.

## Halo points



### Behaviour system:

- Helpful and loving -
- Attentive and kind
- Listening and learning
- Open and honest

- All staff in school can award a Halo point
- Children will put their name on a card and post it in the box at a convenient time
- Cards will be counted each week by the school councillors (this will help us to ensure the system is being applied as fairly and as consistently as possible)
- 'Saints' will be communicated in the newsletter each term and a letter and certificate posted to the child's home address
- If children get awarded in all areas (number to be decided) there will be a treat at the end of the year – similar to the attendance award currently.
- Halo points cannot be taken off children for slips in behaviour
- It would be helpful if there were some reflection of the awards system in classrooms, along with the types of behaviours/actions that points can be awarded for.

## **Sanctions**

Our Behaviour Policy is based on pupils being rewarded for behaving in an appropriate manner and for following the Golden Rules and attempting to achieve 'Halo points'.

Failure to abide by the principles of the behaviour policy or to adhere to school rules may result in the following punishments or sanctions being applied. Please see series of sanctions on the next page.

**Sanction Steps**

**Sanction Step 6**

**Permanent exclusion**

**Sanction Step 5**

**Fixed Term Exclusion** (minimum ½ day including lunchtime) This will be followed by **Formal Meeting with Chair of Governors, Head Teacher, Parents and Child** to discuss how child can be reintegrated in to school for the good of the whole school community

**Sanction Step 4**

For continued need to be sent to a DHT (step 4) a formal Meeting with Parent, Child and Head Teacher will be held. This is a B4

**Sanction Step 3**

Child is sent to one of the deputy heads for time to reflect on behaviour. This will be recorded as a B3

**Sanction Step 2**

Child is sent to the class next door for time to reflect on behaviour. This will be recorded as a B2.

**Sanction Stage 1**

Repeated verbal warnings. This will be recorded on Cpoms as a B1

**Sanction : Verbal warnings**

The child is named and their attention drawn to the rule they have broken. At this point, they are encouraged to make better choices.

Verbal warning/B1

Talking in class, deliberately not completing work, acts of unkindness, running in school or on the stairs, not stopping for the bell on the playground, failure to complete hwk

B 2

Repeated poor behavior: being rude to a member of staff, disrupting other children from their learning.

B 3

Repeated stage 2 behaviours, spitting intentionally, damaging property, bullying, being physical towards another child, swearing,

B4

Anything on the list below that could potentially lead to a fixed term/permanent exclusion.

The following are regarded by the Governors as valid reasons for fixed term exclusion:

- Persistent bullying
- Physical or verbal abuse towards a pupil or member of staff
- Extreme disruptive behaviour in class
- Persistent infringements of school rules
- Significant damage to school, staff or pupils' property, either in or outside school
- Stealing from school, staff or pupils, in or outside school
- Threatening behaviour
- A very serious problem may result in the normal procedures being abandoned and a child being taken home straight away

The emphasis in our school is on **promoting good behaviour** rather than on punishing bad. We feel, however, that in the rare cases of bad behaviour parents should be aware of the procedures used in school to ensure that St Anne's Catholic Primary School is a happy and safe place for all children.

#### Children with Special Educational Needs

Please note that some of our children may fall outside of this policy because they have specific difficulties. If this is the case the school will seek the advice of SEN teachers and other specialists in order to ensure an appropriate behaviour plan is in place.

#### Positive Handling

All staff have been trained to use Team Teach as an approach to defuse difficult situations and behaviour. Positive Handling is a term used to describe a broad spectrum of risk reduction strategies. It is an approach which involves personal behaviour, diversion, defusion and de-escalation techniques. Restraint is only a small part of this framework. Restraint will only be used as a **last resort**. Staff have been trained to take into considerations the following:

- Use of space
- Safe environments
- Comfortable environments
- Diversions
- Calm stances and postures
- Non-threatening facial expressions
- Low tone, volume and pace in communication
- Careful use of words
- Physical reassurance and prompts
- Effective guides and escorts
- Releases and hold with minimum drama and effort

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school.

We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the Head Teacher or Class Teacher.

### **The Role of Governors**

The Governors have endorsed this policy and, with the Head teacher, will review its effectiveness. They will ensure that the policy is administered fairly and consistently.

**Date for approval: Sept. '19**

**Date for review: Sept. 20**