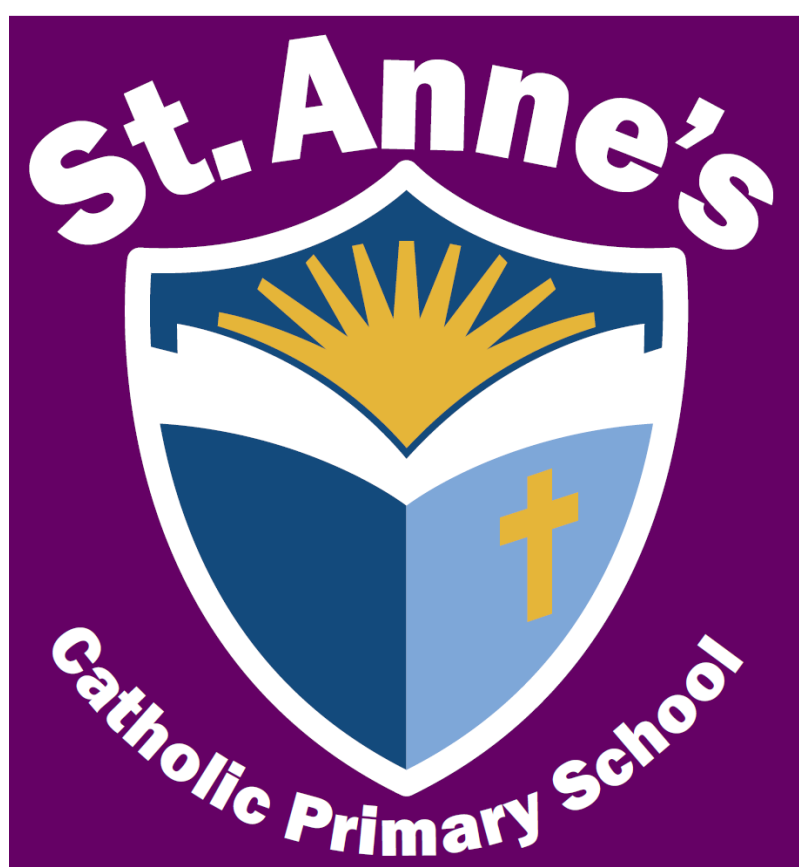


# Behaviour Policy



Updated: September 2023  
Review Date: September 2025

**PLEASE READ IN CONJUNCTION WITH THE ANTI- BULLYING POLICY**  
**Mission Statement**

At St Anne's Catholic Primary School we aim to create in school a positive and caring atmosphere, based on a sense of community and of shared Christian values and in line with the school Mission Statement, one in which teaching and learning can take place in a safe and happy environment.

**We aim**

- To have a whole school approach to good behaviour with a collective responsibility among staff, both teaching and non-teaching, to support and implement the good behaviour policy.
- To have the support of parents, children and governors in implementing this policy and to have the acceptance of parents and children of the need to insist on good behaviour at all times.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To teach through the school curriculum, in RE, PSHE, the National Curriculum subjects and the 'wider curriculum', values and attitudes, which will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To be models of good behaviour, the basis of this being Christian values and mutual respect.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and Christian manner in the hope of achieving an improvement in behaviour.
- To tailor our expectations of children's abilities and behaviour according to their age and their stage of physical, intellectual and emotional development in order to offer them the opportunity to succeed and therefore gain confidence.
- To be aware of vulnerable children and issues that surround them (Child Protection-Safeguarding Policy).
- To encourage and praise effort as well as achievement.
- To understand other people's feelings and offer an empathic response.
- To respond positively to good behaviour and fairly and reasonably to negative behaviour.

**Code of Conduct**

This code of conduct has been formulated with the safety and well being of the children in mind and to enable the school to function efficiently as a place of learning. It sets out the expectations of behaviour during the school day, whether in school or on a residential or educational visit.

- All members of the school community are expected to respect each other.
- All children are expected to respect all adults, teachers, non-teaching staff, visitors and all fellow pupils.
- Children should address adults formally i.e. Mrs, Mr, Miss .....
- Children are expected to be well behaved, well mannered and attentive.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to follow the school and class rules.
- If a child has a grievance against another child, he or she is encouraged to report it to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Toys, games and other inappropriate items are not to be brought into school.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children must not wear jewellery other than wristwatches in school.
- Children in Key Stage 2 who walk to school unaccompanied are allowed to bring mobile phones into school provided they are switched off and handed into the office on arrival into school. They can be collected by the child before leaving school. Any children's mobiles found in class or in

the playground during school time will be confiscated and will be returned at home time to the child's parent/carer.

## **Implementation**

St Anne's Catholic Primary School follows a positive discipline approach. We aim to pay most attention to what children are doing right rather than what they are doing wrong. Positive discipline uses methods that are fair, firm and consistent. It teaches the difference between right and wrong, what behaviour is acceptable and what is not in a positive way. It emphasises what children are doing well, rather than focussing attention on their mistakes and inadequacies.

## **Positive Discipline**

- Establishes and maintains clear boundaries;
- Rewards positive behaviour;
- Uses reasonable penalties in response to negative behaviour.

### **1. Establishing and Maintaining Clear Boundaries**

The school Code of Behaviour is positively fostered and made explicit throughout the school. It is displayed in classrooms of the school. All staff are expected to reinforce the Code in everyday school life. It is shared with parents through the Home/School Contract.

### **School Code of Behaviour (6 rules)**

- We are kind, polite, helpful and are aware of others' feelings
- We listen carefully to others without interrupting them
- We look after our own and other peoples' belongings
- We try our best to work hard and learn from our mistakes
- We treat people the way we would like to be treated
- We always tell the truth

## **House Points**

The school also use a house point system. Each child throughout the school will be placed into houses with a teacher as a head of each house. The House point system is designed to give pupils a sense of belonging and community, and to develop team working and team building skills in a supportive and encouraging way. House points are used to teach and reward the behaviours, skills and qualities that will help children to adopt positive attitudes to work and school life.

Children are expected to follow school rules outlined above. In addition, when entering/leaving premises for lunch, the children are expected to move quietly around the school in single file under adult supervision, and follow routines for toilet/hand washing.

### **2. Rewarding Positive Behaviour**

We praise and reward children for good behaviour in a variety of ways;

- Verbal praise.
- Stickers and certificates.
- Collaborative class and whole school behaviour targets in which the children negotiate their rewards;
- Each week we nominate a child from each class to be "Star Pupil".
- At School Assembly each "Star Pupil" receives a certificate / badge to wear all week.

### **3. Use of Reasonable Penalties in Response to Negative Behaviour**

- All sanctions are progressive and last for one day only unless a more serious incident of behaviour has occurred.
- In most cases an initial request to change behaviour should suffice.
- If a request is ignored either repeat the request or the child's name is recorded as a warning. If the behaviour continues a consequence will be issued.
- In extreme instances a consequence will be given immediately and the child may be sent to the Deputy Headteacher and subsequently the Headteacher.

## **Dinner Time**

1. Verbal warning (choice/consequences)

2. Hold hand of adult for an appropriate amount of time / or stand by the wall for an appropriate amount of time (age dependant)
3. Continued misbehaviour/severe misbehaviour – Consequence and /or sent to the Deputy Head or Headteacher.

### **Choices and Consequences**

Offering children choices, with related consequences, helps them to understand that they are responsible for their behaviour. It keeps adults in charge without the need for coercion or making children feel powerless. When giving choices and consequences, keep the emphasis on the positive.

“X.. you have a choice. You can...or you can choose not to...If you do...you will get.... If you do not you will have to move near to me...It’s your choice.”

### **Consequences**

- Ignoring behaviour / not the child
- Time out within the classroom. Time out is useful for helping children to calm down when angry or getting out of control. It is not intended to be punishment banishing a child but an opportunity for the child to calm down, to reflect on behaviour and to make a fresh start. It should be reserved for behaviour such as violence that the child knows is unacceptable and not used at random for minor misdemeanours. This will be followed by a 1 to 1 discussion.
- Withdrawal of playtime privileges. This will be followed by a 1 to 1 discussion
- If the issue is serious enough to require referral to the Deputy Headteacher a ‘Behaviour Referral Sheet’ must be filled in. Parents may be notified verbally by class teacher.
- The issue of two referrals to the Deputy in one week results in referral to Headteacher. At this stage there will be formal communication home to the parents.

### **Guidelines**

- Show empathy and concern – emphasise discussion not a punishment but to help and offer guidance.
- Ask child(ren) questions to try and find out the reasons for the misbehaviour.
- Ask what you, as class teacher, can do to help.
- Discuss with the child how they can improve and change behaviour (suggest strategies)
- Refer Nurturing Programme guidance.
- Individual Education Plans
- If a child needs more than or different to normal classroom or school strategies, class teachers should liaise with the Special Needs Coordinator (SENCO)

### **Unacceptable Behaviour**

Examples:

- Refusal to work or to move.
- Cheekiness and defiance towards adults.
- Bad behaviour in the classroom, playground or dinner hall.
- Use of bad language including use of bad language towards staff or pupils.
- Misuse of other children’s belongings and/or damage to their clothing or shoes.
- Deliberate damage to school property.
- Theft.
- Leaving the school premises without permission.

Repeated unacceptable behaviour as mentioned above may result in a fixed term exclusion.

### **The Role of the Class Teacher/Practitioner**

It is the responsibility of the class teacher to ensure that the 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.

The class teacher treats each child fairly and enforces the classroom code consistently.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Inclusion Officer or LA Behaviour Support Service.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the Policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the Policy, by setting the standards of behaviour, and by supporting staff in the implementation of the Policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.

### **The Role of the Parent**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the School Rules in the Home/School Contract and we expect parents to read these and support them.

We expect parents to support their child's learning and to cooperate with the school, as set out in the Home/School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable penalties with a child, parents should support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If they wish to discuss matters further, they should contact the Head Teacher/Deputy Head Teacher. If discussions cannot resolve the problem the parents would be advised to follow the School's Complaints Procedure.

### **The Role of the Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness, through an annual report to Governors presented and discussed at their Autumn Term meeting.

The Governors support the Head Teacher in carrying out these guidelines.

### **Fixed-term and Permanent Exclusions**

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions, including lunch time exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a Pupil Discipline Committee which is made up of between three and five Governors. This Committee considers any exclusion appeals on behalf of the Governing Body.

When the Pupil Disciplinary Committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Pupil Discipline Committee decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

### **Use of Force to Control or Restrain Pupils.**

There are three broad categories of incident in which it may be appropriate or necessary to control or restrain a pupil. These are: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

All staff will be made aware of LA guidelines on the use of force to control or restrain pupils. Staff will be expected to adhere to these guidelines.

### **Monitoring**

The Head Teacher monitors the effectiveness of this Policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the Policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher is aware of minor classroom incidents. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtime.

The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School Policy is administered fairly and consistently.

### **Review**

The Curriculum Committee reviews this Policy biennially, to make recommendations to the Full Governing Body. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the Policy might be improved.

## Systems

- Playtime Organisation (Sanctions) – Lose of play time after 3 warnings
- Time spent on wall appropriate to age and behaviour (5 min slots)
- Any member of teaching staff can withdraw playtime privilege following the choice and consequence procedure.
- Children who are to miss playtimes, or part of a playtime, are to be supervised within their own year group.
- Mrs Stokoe/SLT are to be informed of any child who is regularly having their playtime privilege withdrawn.

## Positive Handling

To be read with reference to the Policy on School Behaviour and Discipline

This guidance sets out to define the circumstances in which staff may judge it necessary and appropriate to use the application of force to control or restrain a child in their care and takes account of the Legal Framework in which the school staff operates in the care and control of children.

1. It is important to recognise that the majority of our children behave very well and conform to the expectations of the school where good behaviour is encouraged and valued and where pupils are encouraged to respect and value others.

2. It is also important to recognise that the vast majority of behaviour that does not meet expectations is responded to through management strategies that do not rely on any form of physical intervention.

3. Teachers are expected to use **reasonable** force to prevent a child from doing or continuing to do any of the following :

- Committing a criminal offence including behaving in a way that would be an offence (if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing damage to property (including pupil's own property);
- Engaging in behaviour that is prejudicial to maintaining good order and discipline at school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (playground, school trip or other organised out of school activity when the member of staff has lawful control of the child or children concerned).

NB: It is always understood that physical intervention is one element of the wider Behaviour Management Policy and that is a last resort.

## Definitions

For the purposes of this guidance, the following definitions will be used to describe:

Behaviour & Discipline Policy

- Escorting – accompanying for protection or guidance
- The level of compliance from the child being escorted and the degree of physical force being used by the member/s of staff will determine whether this act should be considered as restraint, for example, was the child overpowered in order to be escorted.
- Holding – to assert authoritatively
- The degree of force used in relation to the level of cooperation and compliance being displayed by the child determines when holding becomes restraining. The higher the level of force, the more likely the action will be deemed as restraint. Ultimately, it will rest upon whether the child was overpowered and had no choice but to remain in the hold.
- Restraint – physical control. As defined by the application of force with the intention of overpowering the child to prevent him/her from harming himself/herself or others.

## Planning for Incidents

There are a wide variety of incidents in which reasonable force might be appropriate or necessary to control or restrain a child:

1. Where action is necessary in self defence or because there is an imminent risk of injury, e.g. a pupil attacks a member of staff, another pupil or is self-harming or where pupils are fighting.

In an emergency situation, the following may be necessary:

- Holding, pushing or pulling to save injury to another person or him/herself;
- Restraining to prevent an attack on someone else or putting him/herself in danger;
- Blocking a pupil's path;
- Breaking up a fight.

2. Where there is a significant assessment that risk of injury, or significant damage to property will result from the child's actions, e.g.

A pupil is engaged in, or is on the verge of committing deliberate damage to property or;

A pupil is causing, or at risk of causing injury or damage by accident by rough play, by out of control behaviour or by the misuse of objects.

Again, in an emergency, the following may be necessary:

- Restraining a pupil to prevent injury to himself or others through damage to property;
- Holding, pushing or pulling in an emergency situation to prevent injury.

### **Examples:**

#### **INCIDENT**

A pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure himself/herself or others.

#### **ACTION**

- Blocking a pupil's path
- Holding if possible accident or injury is imminent

#### **INCIDENT**

A pupil tries to leave the school without permission and such an action is judged to put them at risk.

#### **ACTION**

- Blocking her/his path
- Holding if necessary to stop child leaving premises
- Escorting pupil by hand or arm

NB : In all cases, one would use the voice to de-escalate the situation, e.g. to reassure and to calm pupil down.

### **Planning Strategies for Individual Children**

When the school is aware that a child is likely to behave in a way that might require physical control or restraint, we will plan how to respond. The plan will address:

- Managing the pupil (strategies to de-escalate the conflict, what holds to be used and what form of words are most likely to lead to calm);
- The involvement of the child and parents/carers in developing the plan so that all parties are clear about what action will be taken and why;

Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with the particular behaviour);

- Planning, where appropriate, how additional support can be summoned in the event of the plan being used and;
- Ensuring that the individual needs of the child are taken into account. In some cases it will be necessary to consider the physical health needs of the child in order to ensure that the holds are safe.

NB : Every physical intervention should be planned and conducted within the context of the above guidance. Only in exceptional circumstances, where there is an immediate risk of serious injury,



should a member of staff act or take any necessary action that is consistent with the concept of reasonable force.

### **Recording, Reporting and Repair**

- A pro-forma will be used to record any incidents where force has been used
- CPOMS is used to report any other behaviour incidents. If CPOMS is not working a pro-forma (attached) is used and handed to the relevant staff member
- Staff should retain a copy for their own use
- The pro-forma will be kept in a secure place in the Head Teacher's room
- The record will be used to assist in planning to avoid a repetition of the incident. It will also be used to analyse what worked well and how it might be replicated as part of a planning response to any subsequent out of control behaviour. The outcome of such planning will be written down and shared with the child and their parents/carers
- A member of staff involved in an incident will be provided with support may need time to reflect and calm themselves before continuing with their duties. Pupils will be given time to calm down and reflect on their part in the incident.

Name of pupil:  
Date of referral:  
Teacher making referral:

Description of behaviour which led to Warning:

Description of behaviour which led to Consequence  
(Include details of consequence)

Consequence decided by Deputy Head Teacher:

Referral to Head Teacher: