



# St Anne's Catholic Primary School

## Behaviour Policy

This policy will be reviewed on an annual basis.

This policy was reviewed and updated in **September 2018**

Next review date: **September 2019**

***Discipline within our school stems from our Catholic values and principles of love, care and respect for each other.***

Our mission statement underpins our School Behaviour Policy as it aims to prepare our children for the challenge of leading a Christian life, so that they will become good and honest citizens in today's world. As a school community we endeavor for our children to grow and learn together in the footsteps of Jesus.

### Summary

At St Anne's we set high expectations of behaviour. Together, we promote positive behaviour in our pupils and create an environment in which this can flourish. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school.

### Introduction

The ethos of our school is a 'listening school' where everyone is valued and treated with respect. Any harassment of any kind whether verbal or physical is unacceptable. Our behaviour policy reflects a positive ethos that is guided by our Mission Statement; *to lead our children to be like Jesus.... wise, caring, honest and fair, today and every day.*

### Aims

- We value and appreciate one another irrespective of any difference
- We acknowledge that everyone has a valued role within our school community
- We enable children to develop a sense of self worth
- We produce an environment in which all children feel safe, secure and respected
- We ensure staff are clear about the behaviour expected in order to enable them to support effectively the learning process and school aims and ethos.
- Foster Catholic values.



## Objectives

- To develop self-confidence and self-esteem, showing pride in our achievements and in our school
- To show sensitivity and consideration for others
- To develop respect for other ways of life and different opinions through developing an understanding and appreciation of difference
- To develop responsibility for our learning and our environment
- To support children to develop their skills in self-regulation

## Class expectations

Behaviour in the classroom is guided by the School Golden Rules.

## Rewards

The children, in our school, work hard and behave well and we want to reward them for their efforts. Rewarding children regularly, boosts their self-esteem and confidence and this in turn will help them learn. We run class appropriate and positive rewards systems throughout the school; the systems can be individual, or class based. As a whole school initiative, we reward children with Dojo points using the interactive reward system, “Class Dojo” online. The children gain points over a week. There are many ways to earn Dojo points. One of the unique advantages of this kind of reward system is that parents are able to monitor their child’s behaviour at school. Children also work towards the goal of

## Our graduated approach to behaviour

*We take a graduated approach to the behaviour within school, aiming to be proactive, rather than reactive. We have significant forms of communication throughout the school, which we feel supports our behaviour strategies.*



Every child starts every day in the Green Zone.

Children who stay here all day will be rewarded with Dojo points



## **Reminder**

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour as a result of this reminder.

## **Warning (Amber Zone)**

If a reminder is not enough the child will be given a warning and moved in to the amber zone. They may be asked to work in a different area of the classroom or play elsewhere on the playground. Once again, if the behaviour improves, praise will be given.

## **Time Out (Red Zone)**

If the disruptive behaviour continues the child will be moved to the red zone where 'timeout' will be given in an agreed area. At the end of the lesson the teacher or a member of support staff will discuss events with the child. If relevant, the staff member involved will record the incident on Integrus, which the Headteacher and SLT review weekly to decide if next steps are needed. The time off the playground is seen as a 'protective consequence', ensuring that all individuals are safe.

## **Exit to Key Stage Lead (Blue Zone)**

If the disruptive behaviour continues then the child will be moved to the blue zone where 'time out' will be given with the Key Stage Leader. After some thinking time, the child will be welcome to return to the lesson. At the end of the lesson the teacher or a member of support staff will discuss events with the child. If relevant, the staff member involved will record the incident on Integrus, which the Headteacher and SLT review weekly to decide if next steps are needed.

## **Headteacher/Member of SLT**

If further help is needed to address the behaviour, the Headteacher/Assistant Headteacher will listen to the child and discuss the behaviour that took place. Consequences will be agreed which may include loss of playtime, working away from the classroom for a given time and a meeting with the parents. Where a child continues to present with persistent challenging behaviour and the above sanctions have been unsuccessful, a meeting will be arranged between the child, parents and the SEND Lead and a member of SLT to agree and implement a Behaviour Support Plan, which will be regularly monitored.

## **Parents**

If the child is unable to calm down or to accept that her/ his behaviour has been inappropriate, the parents will be contacted to allow for a discussion as how best to move forward.



## **Integris**

Details of all behaviour incidents should be recorded on Integris. These are reviewed regularly and steps put in place to support improved behaviours.

## **Monitoring**

The Headteacher and SLT review all incidents half termly, to ensure that there are no developing patterns. In addition to this, staff are invited to talk about any children they are concerned about at the start of weekly staff meetings.

## **Bullying/Harassment**

All incidents of bullying and harassment should be taken very seriously. A Integris incident will be recorded and parents will be spoken to if relevant. Detailed confidential records are kept by the Headteacher of all racial incidents.

This policy has been written to comply with section 89 of the Education and Inspections Act 2006.