



# POSITIVE BEHAVIOUR POLICY

## Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

## Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

## Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.

'...let your light shine before others, that they may see your good deeds and glorify your father in heaven.' *Matthew 5:16*

'I thank you because I am awesomely made...' *Psalms 139:14*

'...I come that they may have life and have it to the full.' *John 10:10*

The school's motto aims to encompass all of this:

***'Be Awesome! Shine Bright!'***

*'Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.'* (Colossians 3:13)

At St Anne's we aim to provide a balanced and high quality education for all pupils, to ensure that educational, moral and spiritual development will give them a sound basis for life. We believe a disciplined, supportive and caring environment for all members of the school community, based on the example and teaching of Jesus Christ is essential. We offer the children the opportunity to develop self-discipline and encourage and reward high standards of conduct.

*Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.*

### **Links to other policies and guidelines**

This policy links to the following:

- Anti-Bullying Policy
- Online Safety
- Child Protection Policy
- Equality Policy
- Health & Safety Policy
- Behaviour and Discipline in Schools DfE 2016  
<https://www.gov.uk/government/publications/behaviour-and-discipline-inschools>
- Keeping Children Safe in Education DfE 2019  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)
- Working Together to safeguard children  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)
- School Exclusion DfE 2017  
<https://www.gov.uk/government/publications/school-exclusion>
- Use of Reasonable Force in Schools DfE 2013  
<https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>

### **Aims**

- to ensure that our core value of 'forgiveness' is demonstrated and understood;
- to create a positive and purposeful atmosphere in which children are able to take full advantage of the learning opportunities presented to them;
- to foster positive caring attitudes towards others where achievements at all levels are acknowledged and valued;
- to encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own actions;
- to develop an awareness of right and wrong and make clear boundaries of acceptable and appropriate behaviour;
- to develop an awareness that our behaviour affects others;
- to encourage a caring attitude towards the environment;
- to maintain a consistent approach in dealing with behaviour and discipline with parental co-operation and involvement;

*'Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.'* (Colossians 3:13)

- to ensure that parents are made aware that at lunch times, welfare staff are responsible for managing moderate behaviour problems and that their judgement should be respected as that of any other member of staff;
- to encourage respect in pupils towards all members of staff and visitors to the school ;
- to follow legal and procedural guidelines.

### **1. Expectations**

To enable this policy to be effective there are expectations of certain groups within the school and community.

#### **School Staff are expected to**

- develop a set of class rules annually and to revise whenever necessary.
- create a safe and pleasant environment, physically and emotionally.
- be good role models for promoting positive attitudes and behaviour.
- follow and use sanctions clearly and consistently.
- ensure that volunteers are aware of this policy
- treat all individuals fairly and with respect valuing all levels of achievement
- act fairly and investigate incidents thoroughly to establish facts and cause
- form good relationships with parents so that children can see the key adults in their lives are sharing common aims.
- establish and maintain a consistent approach to class management throughout the school in line with school policy.
- RECORD higher-level negative behaviour on CPOMS (incl. Bullying concerns)

#### **Children are expected to:**

- Do their best;
- Contribute to their own learning;
- Treat others, their belongings and their environment with respect;
- Show consideration for others;
- Consider the effects of their actions on others.

#### **Parents will be expected to:**

- form good relationships with school based on mutual respect, for the benefit of their child.
- be aware of the school rules and expectations.
- Ensure their child arrives at school on time by 9 am
- be aware that all adults in the school expect to be treated with equal respect by children and parents
- support the school in implementing this policy
- show an interest in all that their child does at school
- show respect for all staff and adult helpers in school
- show respect and consideration on the school yard
- refrain from discussing school issues on social media

*'Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.'* (Colossians 3:13)

## **2. School Rules**

These are displayed around school and in classrooms. Children are reminded of them regularly.

1. Be kind and helpful.
2. Listen carefully and follow instructions.
3. Be honest.
4. Always do our best and work hard.
5. Be polite.
6. Move around school quietly and sensibly.
7. Look after our school and everything in it.

## **Behaviour and Conduct Outside of school.**

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## **Prejudice Behaviour**

At St Anne's we aim to protect children from prejudice behaviour involving the following protected characteristics: age, gender reassignment, disability, race, religion or belief, sexual orientation.

If a child displays behaviour in the above manner, this will be recorded using the 'Prejudice behaviour' form and reported to HT and SLT. Actions that will be taken to respond to such behaviour will be in line with this policy, the equality act and will depend on the circumstances surrounding the incident.

*'Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.'* (Colossians 3:13)

### **3. Rewards for Positive Behaviour:**

Children respond well to a system which recognises their positive behaviour. We have whole school systems and individual class systems.

#### ***Whole school systems:***

- House points:  
Given in increments of 5 or 10s. Overall termly targets set and class reward sessions given when achieved.
- Class Captain:  
Teachers to award 1 per week in Friday's assembly; children receive a certificate and are provided with a special lanyard to wear for the week which comes with privileges agreed by the class teacher.
- Weekly Certificates  
A variety of certificates are awarded each week. These include: fair play, manner, superstar learners, attendance, sports, top table award, outside of school achievements.
- Verbal praise  
All staff can verbally praise children for positive behaviour.
- Letter to parents  
Teachers may use notes home, stickers or speak to a child's parent as part of the reward system.

#### ***Class systems:***

These depend on the individual class and can include-

- Giving a pupil a responsibility
- Merit certificates
- Stickers and badges

### **4. Sanctions for Unacceptable Behaviour:**

Inappropriate behaviour must be discouraged at all times. Children will be discouraged from continuing unacceptable behaviour by:

1. Staff indicating their disapproval e.g. age appropriate language, or a disapproving look and silence and brief wait time for the behaviour to cease.
2. Warning system (up to 3): provide a warning/alarm for the behaviour (ie. 'I am warning you that shouting at people in class is not acceptable.' This is your 2<sup>nd</sup> warning/alarm. This is your final warning and if the behaviour happens again...'. It's important that the child is made aware of next steps.
3. Time out within/outside the classroom.
4. Loss of privilege e.g. playtime (behaviour sheet to be completed).
5. Assistant Headteacher/Key Stage leader informed to remind children of expected behaviour (behaviour sheet to be completed; copy kept and one sent home & text sent to parents from office).
6. Headteacher informed to remind children of expected behaviour (behaviour sheet to be completed; copy kept and one sent home & text sent to parents from office).
7. Class teacher and/or Headteacher speak to parents about their child's behaviour (this may occur earlier if felt it would improve a child's behaviour).

## **Interim support for pupils at risk of exclusion**

If a child has received a number of behaviour letters and their behaviour has not improved, then a meeting with parents is to be organised in school with assistant headteacher and/or headteacher to discuss next steps and support with the aim of improving the child's behaviour. The underlying principle here is that all behaviour is a form of communication and the child's needs need to be met.

Next steps could include:

- Internal exclusion in school (spending time out of class to complete work for a fixed length of time)
- Headteacher's monitoring report
- Time with the pastoral lead e.g. nurture sessions, play therapy, meeting with families regularly, individual behaviour plan
- Inclusion Hub support e.g. counselling, external provision for a temporary placement, educational psychologist, family support, behaviour plan

The next steps are to be decided in conjunction with home and school to ensure a consistent and inclusive approach. Review dates are to be planned to monitor the impact of the support.

If this support has not been successful, then exclusion would be considered.

## ***Suspension and Exclusion***

Suspension and permanent exclusion will only be considered when absolutely necessary, where all other possible options have been considered. Suspension and permanent exclusion are sometimes a necessary where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Suspension will be considered if:

- A child is repeatedly rude to a member of staff
- A child deliberately hurts another child and/or staff member
- A child deliberately damages property that does not belong to them
- A child repeatedly refuses to do what is asked of them by a member of staff
- A child is repeatedly bullying another child.

Persistent, unacceptable or unmanageable behaviour that results in no learning taking place will lead to a suspension, as in these situations the whole class learning may be affected. Suspension may also be used when violent, racist, sexual inappropriate behaviour and intimidating behaviours are used. Parents will be notified along with the local authority and a child's social worker if they have one.

If suspension has to take place:

- The Headteacher will speak to the parents as soon as possible discussing the reasons surrounding the exclusion and the arrangements (eg. length, study provided etc).
- A formal letter is sent out to the family, which includes advice and return to school date
- An advice leaflet is included with the letter.
- The Headteacher will meet with the child and parent(s) upon return to school.
- The Headteacher will complete relevant documentation within school and for the Education Authority.

- The Headteacher will keep the Governing Body informed about suspensions and permanent exclusions.

An alternative to permanent or short term suspension may be to attend a different local school on a short term basis. This may be done through the local inclusion hub.

The Headteacher will decide whether to suspend a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of this positive behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the headteacher and governors should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Parents have the right to make representations to the governing body (or discipline committee) about a suspension and the governing body must review the suspension decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

St Anne's is duty bound to provide suitable full-time education for a suspended pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent suspension. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion.

It is important that during a suspension, a pupils still receive their education. The Headteacher will take steps to ensure that work is set and feedback to for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Purple Mash or Oak National Academy.

St Anne's will make reasonable adjustments in how we will support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways will be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Parents would be notified of this. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Fixed term suspension. The Headteacher will decide on the length of time the child will be suspended for. Work will be sent home with the child. After a fixed term suspension there will be a reintegration meeting when the pupil's return to school will be discussed.

Managed moves. This will be discussed at length with all involved if the child would settle better in a new school.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

### **5. Classroom Organisation**

Teachers will rearrange their class furniture frequently to suit the needs of any behavioural difficulties and different learning styles of the children within their classes.

### **6. Inclusion**

A child may display inappropriate behaviour if the pitch of the learning task is not at the right level. Teachers are expected to differentiate according to different abilities within the class ensuring that disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

A published scheme of work may not always meet the needs of our children, and we will endeavour to use a range of resources, teaching methods and learning styles to allow pupils to access learning.

### **7. Play times/lunchtimes**

- Play time rules are displayed.
- Children are encouraged to play in one zone.
- Children are encouraged to go to the toilet before/after play.
- Play leaders will put out equipment and put away afterwards.
- Lunchtime staff will award 'Fair Play' & 'Table Manners' awards each week.
- Lunchtime staff will carry little Golden Book and nominate children for positive behaviour.
- Lunchtime staff will have stickers to award.
- Lunchtime staff will provide house points for positive behaviour.
- Lunchtime staff will oversee a zone and facilitate positive play.

### ***Sanctions:***

1. Staff to approach child (not shout across the yard) and speak to them about the unacceptable behaviour AND a warning of the sanction that will follow if the poor behaviour continues
2. Child stands with the staff member for a short time
3. Loss of privilege e.g. short ban from football / games if an incident has occurred whilst playing inappropriately
4. Lunchtime Supervisor to record unacceptable behaviour.
5. Head Teacher / Deputy informed to remind children of expected behaviour. Exclusions from one or more playtimes may be issued (behaviour sheet completed with copies for home and school, and text sent to parents).
6. A meeting with parents about their child's behaviour (this may occur earlier if felt it would improve a child's behaviour)
7. Fixed Term -exclusion procedures (as before).



## **8. Special Educational/Behavioural Needs**

Strategies for identifying pupils in need of behavioural support:

- Nursery information and records.
- Baseline Assessment in Nursery.
- Keeping a log of behaviour and chronology of action.
- Home school diary
- Behaviour charts split into 7 sessions during the day
- Consultation with parents.
- Self -assessment (with older children).

### **Support for children experiencing behavioural difficulties**

This is a policy for children and adults in the school. We must be realistic and acknowledge that there may be a small number of children who do not respond to this approach. In such circumstances it is important that staff do not feel that they have failed. Children with special educational needs regarding their behaviour require personalised support, sometimes through the school's SEND provision. They will also receive support by:

- An individual Behaviour Plan with targets that are clear, specific, gradual and achievable.
- The Early Help and TAF process (identifying unmet needs and signposting to external agency support)
- Close communication with parents and other agencies.
- Rewards such as stickers and certificates issued in relation to the child's behavioural capabilities.
- Every effort will be made to ensure that these children and their families are not immediately sanctioned to the point where they feel 'cast out', but a flexible approach will be made to accommodate them on the understanding that they receive the help and support they need.
- Experiencing the fact that the positive behaviour of themselves and others is recognised and valued.

### **Searching pupils**

School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item".

Prohibited items are: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Use of reasonable force**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Under no circumstances should force be used as a punishment. This is unlawful.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Review/Success indicators**

- Are children, staff and parents aware of the school's expectations of behaviour?
- Are high standards of behaviour maintained?
- Are the children respectful of adults and each other?
- Is the school environment being cared for?
- Are children encouraged to resolve their own disagreements initially and take responsibility for their own actions?
- Is behaviour dealt with in line with the ethos of school and based upon reconciliation, forgiveness and empathy?
- Are the children able to develop an awareness of right and wrong appropriate to their age?
- Do we deal with a child's inappropriate behaviour whilst still valuing the child?
- Are legal and procedural guidelines being followed?

### **Complaints Procedure**

Where there is a concern regarding the implementation of this policy, please refer to the school's complaints policy which can be found on the school website at <https://stannesceprimary.school/> Alternatively, a paper copy can be obtained from the school office upon request.

### **Policy Review**

This policy was reviewed in November 2022 as part of the school's Safeguarding review procedures, and will be reviewed annually.