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…' *Psalm 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, encourage and reward high standards of conduct.

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;
- 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.

Expectations

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

School Staff are expected to:

- Expect pupils to adhere to the school rules
- 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 behaviour incident, negative and positive on CPOMS
- Understand that negative behaviour can be a form of communication.

Children are expected to:

- Be awesome and shine bright in all that they do
- 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 positive 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 adults in school
- Show respect and consideration on the school yard
- Refrain from discussing school issues on social media

This behaviour policy aims to reflect our school's Christian ethos where mistakes are seen as part of the learning process and that there is always a way to redeem oneself to be in line with school's expectations. Reconciliation and forgiveness are part of a child learning to take responsibility, receive consequences and change their behaviour.

School Rules

These rules are displayed 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 Display

In each classroom, a display will be used to allow children to have a visual reminder of their behaviour. This display will show all pupil's names and will be the same in each class to ensure consistency in expectations, to reflect the rewards and sanctions in this policy and to link with our school's values and ethos. In that, this display is not to be used as a 'name and shame' tool but rather a visual reminder of how the children can monitor their own behaviour and use it as a way of encouraging positive behaviour expectations. Classes may personalise the display according to class interests and what motivates them. The display may be small rather than a class focal point.

Rewards for Positive Behaviour

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

Whole school systems:

- House points:
  Given in increments of 5 or 10s. Overall half termly rewards are given to the winning house group. Children record these according to their class system e.g. tokens, tally chart, in tubs.

- Class Captain:
  Teachers to award 1 per week in Friday's celebration worship. 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: OPAL positive play, attendance, sports, top table award, outside of school achievements. Some of these will be presented in celebration worship and some in classes.

- Verbal praise
  All staff can verbally praise children for positive behaviour.

- Communication to parents
  Teachers may use notes home, texts, stickers or speak to a child's parent as part of the reward system. This positive communication encourages that working relationship with parents.

Class systems:

These depend on the key stage, individual class and can include:

- Giving a pupil a responsibility
- Merit certificates
- Stickers and badges
- DoJo points
- Raffle tickets for rewarding positive attitudes to learning
- Use of physical rewards e.g. privileges

Class systems will be communicated to the children and parents so expectations are clear.

Positive behaviour will be recorded on the class behaviour display.

Sanctions for Unacceptable Behaviour:

Unacceptable behaviour must be discouraged at all times. Children will be reminded about the expected behaviour by:

1. **Reminder**. Staff member indicates their disapproval e.g. age appropriate language, or a disapproving look and silence and brief wait time for the behaviour to cease. This is not a warning.

2. **Warning 1**. Provide a warning for the unwanted behaviour. E.g. 'This is your first warning because you are continuing to shout out after a reminder.' This will be visually represented on the class behaviour display. The adult moves the child's name to the 'warning' area.

3. **Warning 2**. This is the second and final warning. This will be visually represented on the class behaviour display. The adult moves the child's name to the second 'warning' area. E.g. 'This is your second warning because you are continuing to shout out after a reminder and a warning.'

4. **Consequence.** If the reminder and two warnings have not corrected the unacceptable behaviour, a consequence will be given. This is in the form of a consequence behaviour letter (see appendix). This letter may be enough to stop the unwanted behaviour or another consequence alongside this may be needed. This is dependent on the negative behaviour, age of child, context etc. If a loss of playtime is deemed appropriate, no more than 5 minutes to be taken from the pupil. This is to ensure they have had time to play linked to our school's OPAL and so they have fresh air and a rest to regulate. The consequence, if there is one, will be stated on the letter which will be communicated to parents via Parent Mail, a text will be sent and it will be logged on CPOMS. No paper copies are to be sent with the child.

5. **Assistant Headteachers and Headteacher** will be informed of the negative behaviour and consequence via CPOMS. They may then speak to the pupil to enforce the school rules and expected behaviour depending on the context, severity and consequences.

6. **Class teacher, assistant headteachers, headteacher** speak to parents about their child's behaviour if necessary (this may occur earlier if felt it would improve a child's behaviour).

Time out inside or outside of the classroom may be used if a pupil needs time to reflect or regulate after a negative behaviour incident. This could be used within the sanctions system or after a consequence. Pupil to be supervised at all times when taking time out and this must be timed rather than an extended period of time. Assistant headteacher or head teacher could be part of the time out and to be used as a remind once the pupil is regulated.

The sanctions are to be used to ensure the school rules are being followed, that children are able to learn in class and to uphold our whole school expectations and to ensure calm and orderly day to routines.

The aim is to encourage children to redeem themselves by correcting their behaviour. Pupils have to have a reset once behaviour has been corrected or given a consequence.

Interim support for pupils at risk of suspension

If a child has received a number of consequence 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)
- Assistant headteacher's or headteacher's monitoring report
- Time with the pastoral lead e.g. nurture sessions, play therapy, meeting with families regularly, individual behaviour plan
- External agency support e.g. children and family wellbeing support, 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 suspension or 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 or where the pupil's behaviour is severe. 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 physically 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
- A child is using a mobile phone in school which breaches school policy

Persistent, unacceptable or unmanageable behaviour that results in no learning taking place may 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 authority.

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 pupil still receives 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.

A move to another school. 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.

Learning Environment

Teachers will reflect on their learning environment to ensure that pupils with behavioural needs are met. This may include rearranging their class furniture, seating children appropriately, using support staff or individual visual reminder for a pupil.

Play times/lunchtimes

The same school rules apply at playtimes and lunchtimes with the welfare play team. Pupils are expected to adhere to school expectations during their social times within the school day. The same sanctions are to be used during social times.

Special Educational Needs

Strategies for identifying pupils in need of behavioural support may include:

- Nursery information and records
- Baseline Assessment in Nursery
- Keeping a log of behaviour and chronology of action on CPOMS
- Home school diary
- Behaviour charts for the school timetable
- Consultation with parents
- Self -assessment (with older children)
- Pupils with an EHCP that includes behaviour

Support for children with SEND

There may be a small number of children who do not respond to this whole school approach. In such circumstances it is important that staff or pupils 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.

Child on Child Abuse

Child-on-child abuse (KCSIE 2026) means any form of harm a pupil may inflict on another pupil — online or offline, including: bullying, sexual harassment or violence, physical assault, initiation/hazing, up skirting, and the consensual or non-consensual making or sharing of nudes and semi-nudes (including AI-generated images). At St Anne's we adopt the KCSIE position that 'it could happen here'. Every report is taken seriously, recorded and acted on.

All incidents or concerns are logged promptly on CPOMS under 'Child-on-child' category for this then to be investigated and dealt with by DSLs.

Instances could include, but are not limited to: derogatory language, persistent or discriminatory bullying, sexualised comments or touching, photographing or sharing images without consent, forcing others to perform sexual acts or initiation rituals, upskirting, and sharing nudes/semi-nudes. Such behaviours will never be minimised as 'banter' or 'just growing up'.

Incidents of sexualised behaviour will be categorised and dealt with using the Harmful Sexual Behaviour checklist. (AIM)

All incidents will be treated proportionately and restoratively while prioritising victim safety. Sanctions (where appropriate and in line with our behaviour policy) may include restorative meetings, loss of privileges, internal seclusion, formal behaviour contracts, and fixed-term suspension for serious or repeated offences. Where criminal behaviour is suspected (for example upskirting, sexual assault, or sharing sexual images), we will consult/liaise with children's social care and the police and follow the KCSIE guidance.

Managing High-Level Needs - Individual Risk Assessments & Behaviour Support

Where a pupil's behaviour presents a predictable risk of harm to themselves or others (e.g., physical aggression, extreme volatility, self-harm, or absconding), the school will create an Individual Behaviour Risk Assessment.

Risk assessments are supportive, non-punitive measures designed to:

- Identify triggers, early warning signs, and sensory or environmental factors.
- Establish clear proactive, de-escalation, and safety strategies.
- Ensure a safe, consistent approach for all staff working with the child.

A risk assessment will be created by the Headteacher/Assistant Headteacher. SENDCo/Pastoral Lead, where appropriate, alongside the class teacher, parents/carers, the child, where appropriate, and relevant external agencies if required.

The risk assessment will include:

- Triggers and warning signs.
- Tailored de-escalation strategies and reasonable adjustments.
- Step-by-step guidance for stages of behaviour (*Calm / Escalating / Crisis*).
- Emergency responses and designated safe spaces.

The risk assessment will be shared with all relevant staff, including lunchtime staff, support staff and parents to ensure consistency across the school day.

Behaviour and Conduct Outside of school.

St Anne's expects pupils to behave appropriately outside the school premises, including their online conduct. This is to uphold the school's vision of 'Be Awesome, Shine Bright!'. Situations where pupils are expected to behave well could 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
- 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 on CPOMS in the 'Child on Child' section. The appropriate category can then be selected. 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.

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 'Team Teach'

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. Staff who are 'Team Teach' trained can use such force as is reasonable. This may be to keep the pupil or other safe or to prevent an accident occurring. Such incident must be recorded on CPOMS using the 'Team teach' category.

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

Schools may 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.

Mobile Phones in School

Mobile phones and smart devices are not permitted in school during the school day, including lesson time, breaktimes and lunchtime; pupils must not use, carry or display devices on school site. Where a pupil needs a phone for the journey to or from school (for example those who walk home independently) or for a medical reason, a written arrangement must be agreed with senior leaders and the device handed in to the school office. Any device seen or used during the school day will be confiscated and returned to the pupil at the end of that day; repeated breaches will result in the device being returned only to a parent or carer and further sanctions in line with this behaviour policy. Refusal to hand over a device will be managed initially by pastoral staff to seek parental partnership and, where necessary, escalated through the school's behaviour and safeguarding procedures. Reasonable adjustments will be made for pupils with additional needs and all pupils and parents will be routinely reminded of this policy and the reasons for it.

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.

Links to other policies and guidelines

This policy links to the following:

- Anti-Bullying policy
- Online Safety policy
- Safeguarding policy
- Equality policy
- Health & Safety policy
- Mobile Phone Policy

- Behaviour and Discipline in Schools DfE
- Keeping Children Safe in Education DFE 2026
- Working Together to safeguard children
- Use of Reasonable Force in Schools DFE
- Mobile Phones in School DfE

Policy Review
This policy was reviewed in November 2026 and will be reviewed annually.

St Anne's C.E. School

Ashworth Road, Rossendale, BB4 9JE

Tel: 01706 214081 Email: office@st-anne-edgeside.lancs.sch.uk

Date:_____

Behaviour Consequence Letter

Dear Parent/Carer,

At St Anne's CE Primary School we expect and encourage the highest standards of behaviour which are outlined in our positive behaviour policy and are included in our school motto 'Be Awesome, Shine Bright!'

This letter is to inform you that your child:_____ has not met our school's expectations on this occasion.

SCHOOL 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 CORE CHRISTIAN VALUES

Respect, Thankfulness, Hope, Forgiveness, Love, Faithfulness

CHILDREN'S RESPONSIBILITIES The area which your child has not met is circled below.

1. To do their best
2. To contribute to their own learning
3. To treat others, their belongings and the environment with respect
4. To show consideration for others
5. To consider the effects of their actions on others

Details about the unacceptable behaviour are below and have been discussed with your child.

Consequence if appropriate will be:

I have thought carefully about my actions and I will try hard not to let this happen again.

Signed: _____ (Pupil)

Signed: _____ (Staff Member)