

# ST. ANNE'S CATHOLIC PRIMARY SCHOOL

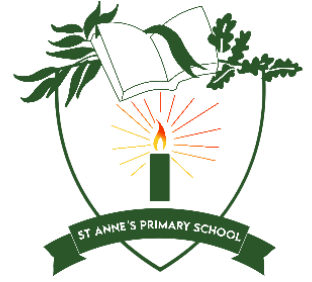
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**Headteacher: Mrs L M Harris**



20<sup>th</sup> July 2023

Dear Parents,

As we have now trialled the new behaviour system for a few weeks, we wanted to write to you with some updates.

Within school there have been constant reviews and discussions with pupils and staff. We have also heard from 10 parents via our comments form. Six of the comments were very positive and parents appreciated the information surrounding the changes. Four of the comments were not as positive, but had some great suggestions, and where possible, we have taken them into consideration with the changes we have made.

As with everything, we all have the children's best interests at heart. With this in mind, we would like to start with a reminder about why we felt a change in our behaviour policy was necessary. There has been an increase in the number of children disturbing the learning for others. Much of this we call 'low-level' behaviour (eg. calling out, chatting when someone else is talking, interrupting, lack of focus) in the classroom which was hindering learning. Another reason was children being spoken to about their behaviour during break / lunchtime when other children were waiting for their next lesson to start.

The basis of the new policy is rooted in our mission statement that every child deserves to feel loved and we feel if each child, staff member and parent lives out our school values this can be achieved.

## **School Values - Respect, Kindness, Perseverance, Forgiveness, Inclusivity**

The pupils of St Anne's deserve the very best. That includes the right to feel safe and be taught well every day. If this does not happen because of poor behaviour (even when it is low level) by others or the way it is dealt with by adults, we are letting our St Anne's pupils down. Minutes add up to hours, hours add up to days of learning lost through dealing with behaviour. If we have a consistent, fair approach; balanced with praise and reward we're hopeful most of the children's behaviour will be in line with our values. All of which are great key skills for life.

The system was being trialled so that we have consistency in the management of behaviour across the school. Consistency is a key and vital element for children. It provides structure and a sense of familiarity which brings security. It has also provided an opportunity to support the children to focus on learning. When a child is not fully engaged in a lesson, their scope for learning reduces, built up over time this becomes a gap between themselves and their peers.

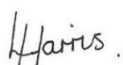
All staff were given input on the strategy and have received regular communication from the leadership team on aspects that we feel are working and where things need adapting. All the children have had clear and regular explanations of the system and KS1 now have a little chant to help them remember the values. The focus has certainly been on promoting 'living out our values' rather than the consequences of not. Hence, many classes have provided homework to reinforce our values so that the children really understand the purpose and meaning of them.

There are other aspects we have reviewed and changes we have made in discussion with staff, governors, parents and pupils and we would like to share these with you:

1. The emphasis of the new policy is on 'living' the values, rather than not.
2. Where a child has a specific need, allowances are made. We understand that everyone is unique, and aspects of school life need to be tailored to them.
3. We also consider if a child is having a bad day. Our 'zones of regulation' run alongside the strategy and if there is a conversation about a child having a particular struggle for whatever reason this is considered. Our staff pride themselves on the relationships with your children – we would like a consistent approach, but we all appreciate allowances may need to be given and discussed with the child.
4. Praise comes before warnings. There is a vast array of positive rewards shared with all children. We understand that feeling good about yourself enhances learning.
5. Where a child has some 'payback' they either read quietly or complete the work that should have been completed in class times. A member of the leadership team will always be present. This provides an opportunity for reflection.
6. After any 'payback' (some of break or lunchtime) every child is re-set and it is a fresh start. It is not discussed again and we move on. This is so important for children to know it is a chance to start again.
7. We have considered the word 'payback' and from September we will be changing this to 'reflection and restore'. And with this, as well as using the time for positive purpose, ie. reading or work, there will also be a reflection to complete either verbally with an adult or in writing/pictures. We want the outcome to be a positive one and strive to 'live' the values.
8. Where a child appears three times in the 'reflection and restore' session, over a short period of time, the leader will meet with the teacher to discuss and potentially call to arrange a meeting with parents.
9. Finally, we have also created characters for our five values and the children have had the opportunity to give them names. From September these will be used to launch our school values to further enhance their meaning.

Over the summer, the behaviour policy will be updated considering the trial and feedback provided. We will then fully establish all strategies from September.

Yours sincerely,



Mrs L M Harris  
Headteacher

