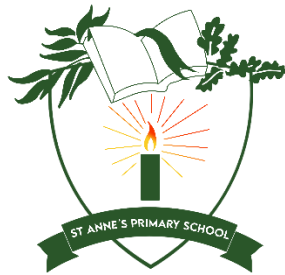


St Anne's Behaviour Policy



With Christ at the centre of our lives, we live out our call to serve the young;

*"It is not enough to love children,
They must know that they are loved."*

St. John Bosco



Person Responsible:	HT/DHT/ Inclusion Lead/ Anti-bullying lead
Date policy reviewed:	September 2023
Reviewed by:	Teaching staff
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Aims

As members of the school community, we strive to ensure each member feels God's love; in so doing this should influence our relationships with one another. At St Anne's, we constantly encourage the children to develop self-esteem, self-discipline, acceptable standards of behaviour and respect for themselves, each other, adults, and property. There are broad and generally well understood norms of behaviour which are relevant to all:

1. To create an environment where children feel both safe and secure.
2. To develop a moral framework within which initiative, responsibility and sound relationships can flourish.
3. To promote self-esteem, self-discipline, and positive relationships.
4. To enable children to solve their problems calmly and openly.
5. To ensure children are aware of the appropriate procedures to follow if they feel unable to resolve a problem or if they can't find an adult or peer to help.
6. To ensure consistency and involvement in our approach to managing behaviour by pupils, staff and parents.

Guidance

In addition to the guidance provided herein, the Governors also endorse and support the statutory obligations specified by the Department for Education in its update of January 2016 "Behaviour and discipline in schools."

The Governors therefore support the guidance which allows for the Headteacher to be supported should the following be required.

- screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- the power to use reasonable force and other physical contact.
- the power to discipline beyond the school gate.
- the power to confiscate pupils' property.
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

Standards of behaviour

Our school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes, and parenting skills. We recognise the right of all our pupils to feel safe and free from bullying and harassment that may include cyber bullying and prejudice-based bullying. Bullying can occur through several types of anti-social behaviour. This Behaviour Policy works closely with the Anti-Bullying Policy.

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration, and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Staff will:

- Adhere to the St Anne's Staff Code of Conduct (Reviewed annually)
- Adhere to the school's Safeguarding/ Child Protection Policy
- Adhere to the school's Whistle Blowing Policy
- Staff should be addressed by their title, e.g., Miss, Mrs. or Mr.

School Values

St Anne's bases their behaviour policy on the mission statement: "It is not enough to love children, they must know that they are loved." St. John Bosco. The children must know that they are loved by everyone they come across therefore the behaviour of all must reflect this. So, our five values that we ask everyone to uphold are:

- Respect
- Kindness
- Perseverance
- Forgiveness
- Inclusivity

These values are shared with the children each year and displayed in each classroom. Input on each of them is provided via assemblies especially at the beginning of the year where each class teacher is establishing the rules and routines for a new academic year. (See appendix 2)

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Teaching methods aim to encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is given to encourage good behaviour as well as good work.

Class Rules

A teacher may have some specific rules for the classroom but there will not be too many and will be linked in some way to whole school values so that there are not too many for the children.

Examples of rules include:

1. Good listening
2. We do not call out.
3. We put our hands up to answer.
4. Good sitting
5. We take turns.

Children on individual programmes will have rules tailored to their needs and may have a structured reward system.

Systems to support positive pupil behaviour.

Every class will have a visual timetable displayed which enables all pupils to see the routine of the class day. This will be particularly helpful for some pupils with specific needs too.

At times, it is appropriate for a child to leave the classroom to 'cool down' or have time away. This might be outside the classroom to work with limited distractions, time to walk around outside, time to complete a sensory circuit (present in each year group) or time in the sensory room.

Zones of Regulation

At St. Anne's, we recognise the importance of promoting positive mental health and emotional wellbeing for all our children and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation, we aim to teach our children to identify emotions

in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation are based around the use of four colours which help children self-identify how they're feeling and categorise it based on colour. The scheme also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation help children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Rewards

Our emphasis is on rewards when children 'live out' our school values. We believe that rewards have a motivational role, helping children to see that good behaviour is preferred. The commonest reward is praise, informal and formal, public, and private, to individuals and groups. Individual classes have rewards for behaviour and effort in work which will be shared with the children. These include: Dojo points, golden ticket or star of the week / day.

House points

These can be issued by any member of staff or volunteer at any time. They are the universal reward at St Anne's and go towards points for their house team. Examples of how these differ to class rewards are: for a specific piece of work that has awed the class / teacher, an individual achievement outside of school, a particular act of kindness that has supported someone else, a sporting / creative achievement.

All rewards are earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour are as high as for work. The pupil will receive a token to add to the house points basket outside the headteacher office.

Whole school celebrated rewards

Recognition of the following rewards are presented publicly during assembly on a Friday.

- Headteacher's award – sticker, pencil and note home.
- Most improved Timetable Rockstars and readers.
- Winning house each week is announced in assembly and rewarded at the end of each half term.
- End of term book award - at the end of every term, one child is chosen by their class teacher to receive a book award. Parents are invited to this assembly.

Individual pupil reward plans are transparent and made in conjunction with home and school.

The school's response to unacceptable behaviour

We believe that the main purpose of a school's behaviour policy is to support a child's development of good behaviour rather than devising a system of punishment. All members of our school community are expected to promote positive behaviour choices and to teach the children that 'living out' our school values will ensure each member of our community is loved.

Therefore, if a member of staff recognises a child is not making positive behaviour choices and 'living out' our school values then the following will happen:

1. If a child breaks one of the school values, then they receive a 1 from the teacher (non-verbal hand gesture). This gives them the opportunity to self-regulate and improve their behaviour.

2. If the behaviour does not improve then they receive a 2 (non-verbal hand gesture) followed up at an appropriate time with a short conversation. The non-verbal gestures ensure the learning is not interrupted.
3. If a child receives a 2 then some 'restore and reflect' time is required at the next break / lunch. This time will be utilised productively by children reading, completing tasks they haven't managed to complete in lessons and/or completing a reflection sheet. (See appendix 3)

Three key things will be discussed with a child, at an appropriate time, if they receive a 2:

You have broken the value of...

The impact of this was...

What will you do next time...

This same approach excluding the non-verbal gestures will be used at break and lunchtime with staff on duty.

Restore and reflect is when a child has broken one of school values for a second time:

School Values- Respect, Kindness, Perseverance, Forgiveness, Inclusivity			
	EYFS	KS1	KS2
Lesson 1	Miss 5 minutes of break	Miss 5 minutes of break	Miss break
Lesson 2	10 mins of lunch break	15 mins. of lunch break	30 mins. of lunch break
Lesson 3 (afternoon session)	Miss 10 minutes of 'Choosing Time' or 10 minutes of next days break.	Miss 15 minutes of next days break	Miss next days break

Parents will be informed if there was a significant break of the school values or several repeated incidents. This will be informally at first. This is because we feel it is important for parents and school to work in partnership, be kept abreast of how their child is behaving and, in most cases, enable a swift solution.

Additional needs

We recognise children who have additional needs and living out our values is more difficult for them than others. For these children we do make allowances, which is suitable to their need and the safety of others. We understand that everyone is unique, and aspects of school life need to be tailored to them.

Off-site visits or out of school

Subject to the school's behaviour policy, a teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school or misbehaviour at any time, whether the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Escalation

In rare cases, severe or repeated behaviour concerns can be escalated to the next level and these guidelines are attached as appendix 1.

Lunchtime breaks can sometimes be a time when pupils can find themselves not behaving to their best ability. Football and ball games can often be a source of this. See appendices 1 for unacceptable behaviour on and off the football pitch.

If a behaviour reoccurs, it will be the removal of privileges such as whole lunchtimes, clubs they attend and / or representing the school in any team for the following event. This decision will lie with the Headteacher and parents will be informed of this.

There are times when a particular behaviour incident warrants the child to have a 'risk in needs' assessment. On these occasions parents, and if age-appropriate pupils, will be involved with drawing up an action plan to avoid a behaviour becoming more severe / repeated. It may require external intervention e.g., Behaviour support from the LA or social and emotional assessments.

Suspension and Permanent Exclusions

A decision to suspend, either internally, for a fixed-period or permanently will only be considered when alternative options have been explored. We will make every effort to meet the needs of all children and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, suspension may be necessary.

If the Headteacher is considering suspension or permanent exclusion, she will follow the most recent guidance inline with the Xavier Suspension and Permanent Exclusion Policy (see website)

Multi agency meetings

In the rare instances that children reach a level of suspension it is possible they could be experiencing difficulties related to SEMH (Social, Emotional and Mental Health) and have a level of high need. At this point or before, it would be appropriate to have a multi-professional meeting, including the parents to discuss an Individual Support Plan (ISP). At this meeting, plans will be made to minimise possible permanent exclusion.

Children with SEMH may be experiencing difficulties at home or may be living with medical conditions. These children can find it difficult to be praised, struggle to link consequences with actions, feel 'cornered' and react in an extreme way. Friendships and relationships are crucial for these children. Some of the options for supporting a child with SEMH include:

- Use of the Quiet club at lunchtime
- Support from a Learning Support Assistant
- Adapting the curriculum
- Individually adapted rewards.
- Temporary part-time timetables
- Access to support from Emotional Literacy Support Assistant (ELSA), School Councillor, Mental Health nurse or referrals to other outside agencies

Dealing with children with SEMH is always a balance between the needs of inclusion of the individual and the entitlement and welfare of others. It is crucial that we maintain a climate of support and understanding for the child, their family and the members of staff involved with them.

Child on Child abuse

All children have a right to attend school and learn in a safe environment.

All members of staff at St Anne's recognise that children are capable of abusing other children. St Anne's believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child-on-child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2023), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up.

St Anne's recognises that child on child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment
- 'Up skirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- Initiation/hazing type violence and rituals.

In order to minimise the risk of child on child abuse, St Anne's will:

- implement a robust behaviour and anti-bullying policy.
- provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, what respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- provide a range of reporting processes including worry boxes /monsters and CPOMs

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email:

help@nspcc.org.uk

Physical intervention

There are times when it is entirely appropriate for staff to have physical contact with pupils using agreed policy strategies. Children will not sit on adult laps; children with separation difficulties are placed on the ground by the adult and escorted into the classroom by school staff so eliminating any risk of the child falling or any inappropriate contact. Most staff are trained in the Positive Options Programme. Appropriate physical contact will occur most often with younger pupils and those having Additional Needs.

We consider a 'no touch' approach impractical for most staff and this will in some circumstances be inappropriate.

In line with our caring school ethos, there may be times when a distressed pupil needs comfort and reassurance. Physical contact with pupils is made in response to their needs at the time; it will be of limited duration and will be appropriate to their age, stage of development, gender, ethnicity, and background.

Staff always use their professional judgement, if they are unsure, they will refer to a member of the Safeguarding Team.

Toilet Plans are implemented using the Surrey Toileting Guidelines documentation for individual pupils as required.

Staff will always adhere to the Staff Code of Conduct and the School Whistle Blowing Policy.

There may also be occasions when reasonable force to restrain a child is necessary.

Use of force to restrain children.

Following Government and LA guidance, Education and Inspections Act 2006, staff will execute emergency restraint as a last resort to pupils who are:

- At risk of hurting themselves
- At risk of injuring other people
- At risk of injuring adults
- At risk of damaging school property

Reasonable force

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances, such as restraining a pupil to prevent injury to themselves or others.

'Reasonable in the circumstances' means using no more force than is required.

As mentioned above, schools generally use force to control pupils and restrain them.

- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact, such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a **pupil** under control. It is typically used in more extreme circumstances, for example when a pupil is at risk of hurting themselves or others.
- **School staff** should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use Reasonable Force?

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Most staff at St Anne's are Positive Option trained and especially where there is a child at risk of needing restraint. Reasonable force can also apply to people who the Head Teacher has temporarily put in charge of the pupils, such as unpaid volunteers or parents accompanying students on an organised school visit.

Any incidents of restraint must be logged on CPOMs and reported to parents.

Recording and Reporting of Behaviour

On a termly basis the DHT will collate all information and record on one log. This will be feedback to governors and further actions put into place if required.

All behaviour incidents are logged onto the online reporting system CPOMS.

Understanding Mental Health and Associated Behaviours

Several members of the school staff have received training on Mental Health First Aid (Hanorah Murphy, Sam Vocking, Annette Day, Niamh Burke, Michelle Della Mura, Ria Lawrence and Caitlin Dorgan)

As a school we strive to support our families and children. We understand and are pro-active in understanding the need for identification and support of emotional and social influences on our pupil's daily lives that can manifest in various behavioural forms. Our mental health lead and trained mental health first aider is Miss. Dorgan. She provides in-house support and training. (See mental health policy)

We have 'Well-being Champions' in KS2 who set up mindfulness activities at lunchtime to support those children across the school who need down time from the busy day.

We also work closely with all professionals as required for support, training, and the flexible inclusion of pupil's needs. One service we work closely with is Child Adolescent and Mental Health (CAMHS) Team. They can sign-post us to appropriate support and training to best help our children. Worry boxes/monsters in every classroom give pupils a system to report their worries to the class teacher.

Peer Mentors

We are very proud of our Peer Mentors who promote the ethos of faith, responsibility, and care for others in the school. We firmly believe that our Peer Mentors enhance the social skills of interaction and citizenship amongst both mentors and mentees, providing a positive role model within the school. Our Mentors offer conflict resolution, problem solving strategies and encourage assertiveness at age related levels.

Peer Mentors are trained in Year 6 (Autumn Term). They support Key Stage 2 Children throughout designated lunch times.

Transition

We provide individual programmes of support as required and have well established transition procedures for entering and leaving the school, coordinated by the SENCO.

Working with parents

Parents were written to in June 2023 introducing a trial for using our values to maintain positive behaviour. We took feedback from parents, children, staff, and governors on this and wrote to all parents again in July with changes we made, and aspects of the system that were modified.

Parents will continue to be informed about the school's rules and expectations of behaviour through the Home/School Agreement and through updates in the School Newsletter. They are invited to discuss any issues or sanctions used in the school.

Through partnership with the school, parents should be encouraged to uphold the school rules, make the children aware of appropriate behaviour in various situations and encourage children's respect of themselves and others.

At any stage, parents may be asked into school to be informed of our concerns and a common approach arranged between the home and school, to improve the situation.

Parents may be asked to pay for any loss or damage of or to any child's or school property, where this is because of their child's unacceptable behaviour.

Equal opportunities

All activities relating to Behaviour Management will be delivered through the curriculum to all children irrespective of gender, race or ability. Instruction and support will be given at appropriate levels.

Communication and sharing of policy.

A copy of this Behaviour Policy will be available on the school website. A paper copy will be available from the school office on request. All staff working in the school share responsibility for the welfare of pupils and are involved in their Positive Behaviour Management. It is their attitude to discipline which will establish the good staff/ pupil relationship. All staff must, therefore, help to create the conditions for an orderly community in which effective learning can take place; in which there is mutual respect between all members; and where there is proper concern for the environment.

Therefore, a copy of this Behaviour Policy will be available in the staff induction and yearly declaration. Learning Support Assistants, Early Career Teachers, temporary staff and all non-teaching personnel should be aware of this policy and be given guidance on how they should put it into practice.

Links with other policies.

We recognise the clear links between this policy and other school policies which include:

- Suspension and Permanent Exclusion Policy
- Anti-Bullying Policy
- SEND Policy
- Safeguarding and Child protection Policy
- Use of Reasonable Force: advice for Head Teachers, Staff and Governing Bodies (DfE2012)
- Equality Act (2010)
- Equal Opportunities Policy
- Mental Health Policy
- Whistleblowing Policy
- Keeping Children Safe in Education 2023

Staff training and support.

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. All staff will benefit from Personal Social Health Emotional (PSHE) issues incorporated into the staff INSET programme.

Concerns with implementation

If anyone has concerns with how the policy is or is not implemented, please contact the class teacher in the first instance or if you feel the situation needs escalating then contact the deputy or headteacher immediately.

Review and evaluation

The Headteacher takes overall responsibility in deciding the standards of behaviour that are acceptable in the school; for the policy and its implementation; and for liaison with the Governing Body and Xavier Catholic Education Trust and appropriate outside agencies.

This policy was reviewed following consultation with all staff and governors. It will be monitored annually for effectiveness and updated in the light of experience.

Appendix 1: Behaviour Guidelines

STAGE	BEHAVIOUR	POSSIBLE INTERVENTIONS AND CONSEQUENCES
1 Low level inappropriate behaviours	Examples include: <ul style="list-style-type: none"> calling out interrupting when the others are talking. ignoring minor instructions making inappropriate noises bad manners 	<ul style="list-style-type: none"> Catch them being good and praise positive choices; restorative conversations, talking quietly to child Pre-empting the situation or distracting by use of a fiddle toy or errand Reminder of school expectations Apply positive strategies as above to encourage appropriate behaviours in-line with the schools values and if it continues issue a 1 warning and if its still continues issue a 2.
2 Medium level inappropriate behaviours	Examples include: <ul style="list-style-type: none"> persistent disruptive behaviour deliberately creating a disturbance general refusal to follow requests. offensive language including swearing football related poor behaviour 	<ul style="list-style-type: none"> Apply positive strategies as above to encourage appropriate behaviours in-line with the schools values and if it continues issue a 1 warning and if its still continues issue a 2. Loss of privileges – multiple days off the playground at break and lunch, missing club sessions, not representing the school in sports teams. Class teacher to talk to parent and pupil. Incident is recorded on CPOMs
3 Higher level inappropriate behaviours	Examples include: <ul style="list-style-type: none"> bullying – physical, verbal, racist, homophobic or cyberbullying serious challenge to authority repeated refusal to do tasks. harmful, offensive name calling. leaving the class without permission fighting causing unintentional harm to pupil or adults. Continuous poor football related behaviour (1/2 term with no football) 	<ul style="list-style-type: none"> Straight to restore and reflect Behaviour reflection sheet completed and signed off by a member of the leadership team. 2 days off the playground. Advice from outside agencies on support for positive behaviour, targets, strategies and interventions Positive behaviour report card is put into place. Incident is recorded on CPOMs. Involve parents in monitoring
4 Serious inappropriate behaviours	Examples include: <ul style="list-style-type: none"> behaviour which puts the child, other children or adults in danger of serious harm Child on child abuse which may include sexual violence, harassment, sexting or up skirting deliberately throwing objects with the intention of harming someone or use of a weapon repeated challenge to authority leaving school boundaries 	<ul style="list-style-type: none"> Advice and where appropriate, involvement from outside agencies on support for positive behaviour, targets, strategies, and interventions Individual support plans which may include short-term part-time attendance. Internal exclusion Suspension Permanent exclusion

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• bringing banned substances or items into school• intentional physical harm to children and/or staff. | |
|--|---|--|

Appendix 2: Values poster



Appendix 3: Behaviour Reflection Sheet

Name:		Class:	
Date:	Time:	Session:	Adult:
Value broken: Please tick		Detail of how it was broken:	
Mission			
Respect			
Kindness			
Perseverance			
Forgiveness			
Inclusivity			

Inclusivity Respect Perseverance Kindness Forgiveness

My reflection on breaking this value

My actions have made others feel

I will make things better by

Leadership sign off:

Next steps if required