



St. Anne's CE Primary and Nursery School

Behaviour Policy

Reviewed and updated

May 2020

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



Our school vision is to be the best version of ourselves that God created us to be - with minds to learn and hearts to care.

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment –

Love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39)

At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

Ethos

Good behaviour is a prerequisite to effective teaching and learning and the creation of a positive school ethos. At St. Anne's CE Primary and Nursery School, we value each child equally and as an individual, and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by Christian faith and practice, which is at the heart of everything we do. All members of the school are expected to maintain an atmosphere conducive to learning, with courtesy and mutual respect, together with a willingness to show humility and forgiveness, as basic requirements and as a means of promoting good relationships.

Rationale

'Forgive us our sins, as we forgive those who sin against us.'

The rationale for this policy is based on the Christian values of love, respect, compassion, forgiveness and reconciliation. It provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring, responsible adults. Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions, but the Christian message of forgiveness will be implicit in all we do. Believing that each day is a new start, it will always be clear that it is the behaviour that we find unacceptable and not the child.

Rights Respecting and Eco School

'Love your neighbour as yourself.'

We are a 'Rights Respecting School' and believe that children should be supported to understand what they need to survive and lead stable and rewarding lives. We aim to ensure that children are aware of the impact their personal choice of behaviour can have on themselves and of others at both local and global level. St. Anne's is also an 'Eco School' and has been awarded 'Green Flag' status. We consider it of prime importance to help children to become positive, responsible members of the school community, local community and ultimately of society, caring for and about the natural world and becoming responsible global citizens.

Aims

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, in order to achieve their full potential.
- To promote a sense of community and a shared ethos and purpose in school. The school has a number of rules which define our code of conduct, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- To promote courtesy, respect, and tolerance of difference throughout school. The school expects every member of the school community to behave in a considerate way towards others.
- To ensure rules, rewards and consequences are used in a fair and consistent manner. We treat all children fairly and apply this behaviour policy in a consistent way.
- To implement procedures which reduce the likelihood of disruptive behaviour including bullying. This policy aims to help children grow in a safe and secure environment.
- To encourage pupils to recognise that they have responsibility for their own actions, in order to become positive, responsible and increasingly independent members of the school community.
- To promote an emphasis on positive encouragement of appropriate behaviour. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation and engender positive social skills.
- To enable everyone in school to achieve success and thereby promote the development of self-esteem and mutual respect.

- To work in partnership with parents in order to maintain positive behaviour.

Objectives

Pupils should:

- be taught what behaviour is expected and what is unacceptable.
- be shown respect and have their opinions listened to, valued and taken account of.
- develop self-discipline.
- develop their self-worth through success and the carrying of responsibilities.
- work in an orderly, caring, and supportive atmosphere, where effective learning can take place.
- be treated consistently, fairly and equally by teaching and non-teaching staff.
- experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour.

Equality Policy

'Love your neighbour as yourself.'

The Equality Policy will be followed to ensure that all children are treated in a fair and just way, whatever their race, sex, religion, intellect or physical capacity, social or cultural background. This means that:

- every member of the school community is considered of equal importance and value and treated accordingly.
- every member of the school community should expect to be treated with courtesy and respect, irrespective of differences and should expect to behave this way to all other members of the community.
- every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests.
- where full and meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles.
- everyone is actively encouraged to reflect on issues of inclusion, so that inclusive practice becomes automatic and embedded.

Play and Lunchtime

'Love your neighbour as yourself.'

'Minds to learn and hearts to care.'

Each Year 6 child is a personal buddy to a Reception pupil, to provide a mechanism of support and a mantle of care throughout their first year at St. Anne's. Year 6 pupils are also trained as Young Leaders to organise and supervise play for all classes from Reception to Year 4 on a rotational basis at lunchtime. In addition, democratically-elected Year 5 Playground Buddies man the 'bud stop' over play and lunchtimes and assist the Chaplain on her morning gate duty. Discussing the school Code of Conduct takes place in Circle Time or during PSHCE sessions.

Code of Conduct

'Love your neighbour as yourself.'

All members of the school should:

- show courtesy, respect and good manners at all times (looking after each other, speaking politely to members of our school and to visitors, avoiding unkind comments or prejudice related language, listening to others and expecting to be listened to)
- show respect for the environment and other people's property (keeping the school clean and tidy, so that it is a welcoming place which we can be proud of, taking care of our building, grounds, furniture, displays, other people's clothes and property and putting litter in the bins.
- make it easy for everyone to learn and for the teachers to teach (listening carefully, following instructions, working hard, being quiet and sensible and not distracting or annoying anyone)
- moving quietly and in a controlled, polite way around school (walking rather than running, pushing, barging or shouting, being ready to help by opening doors, offering to carry things and not walking through adult conversations.
- keep our play areas enjoyable and safe places to be (not playing aggressive physical contact games, play fighting or taking part in any activity which is likely to cause someone to get hurt.
- follow rules which keep you and others safe:
 - No sweets or nuts in school
 - Swimming or appropriate PE kit to be brought for lessons.
 - All watches removed for PE and no other jewellery allowed in school, without specific permission (see Uniform and Appearance Policy)
 - Children should not be allowed inside the PE equipment/ storage area.
 - Children should not be allowed in the school building unsupervised by an adult.

- Money, cameras and mobile phones belonging to children are not normally allowed in school. If brought to school, mobiles must be handed in to the school office for safe keeping during the school day. Money should also be handed in to the school office or the class teacher. Permission for cameras must be sought from the class or Head teacher.

Staff Guidance

'Love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself.'

Staff, both teaching and non-teaching, should always be seen to be fair and consistent when dealing with children. As far as possible, good behaviour should be developed through a system of praise and positive rewards.

It is important to create an interesting and attractive classroom environment where children's work is well displayed; in this way, children know their work is valued. A well-organised class and lessons which are well-prepared and enthusiastically delivered and where pupils are aware of the lesson purpose and what is expected of them, all help to secure good standards of behaviour.

Staff should:

- develop good relationships with all pupils and know all children in their class as individuals.
- keep pupils interested thereby minimising opportunities for disruption. This means thinking about classroom layout, grouping of children, matching work to ability, pacing lessons and being enthusiastic and using humour to create a positive classroom atmosphere.
- ensure an orderly entry and exit to school and to classrooms.
- settle pupils promptly in readiness for lessons.
- approach unexpected events with flexibility.
- continually monitor and scan the behaviour of the class.
- be aware of their own behaviour in the respect of being a positive role model.
- model standards and good manners expected from pupils.
- treat pupils as they would wish to be treated themselves.
- emphasise the positive by praising good behaviour and good work.
- make the rules for classroom behaviour and explain why they are necessary.

- make sparing and consistent use of reprimands, being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands wherever possible, being fair and consistent and avoiding sarcasm.
- make sparing and consistent use of punishments. This includes avoiding whole group punishment which may be deemed unfair and avoiding punishments which humiliate children, for example by belittling them.

All staff, teaching and non-teaching, have a responsibility for managing the behaviour of pupils when they are not under the direct supervision of their own class teacher.

Roles

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all incidents, where HT or SLT has been involved. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SEN Co-ordinator, SLT member, then the Head teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head teacher

Love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself

- It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head teacher keeps records of all reported serious incidents of misbehaviour.
- The Head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school brochure, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

- The governing body has the responsibility of reviewing the effectiveness of these general guidelines on standards of discipline and behaviour. The governors support the Head teacher in adhering to these guidelines.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Rewards

At St. Anne's we consider it is important that praise and rewards should have considerable emphasis within school in order that pupils achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, a positive attitude, caring for others, good behaviour and adherence to school rules. It is expected that good standards of behaviour will be encouraged through the consistent application of our Code of Conduct, supported by a balanced combination of rewards and sanctions within a

constructive school and Christian ethos. It is important to develop and maintain consistency in the application of the reward system, whilst ensuring that rewards are appropriate to each child.

The class teacher discusses the school rules with each class aligned to the Code of Conduct. In addition to the school rules, each class has its own classroom Rights Respecting charter, which complements the Dojo Behaviour Management system and is underpinned by the core Christian values. The charter is agreed by each class and is displayed on the wall of the classroom. This further promotes positive behaviour and the school's Christian ethos. In this way, every child in the school knows the standard of behaviour that we expect on our school.

We praise and reward children for good behaviour in a variety of positive ways, such as:

- All staff give children 'Green Dojos', from YR onward. The school uses the 'Class Dojo' online scheme across the school to promote good behaviour. The scheme acknowledges the good behaviours of the children in order that it can be monitored effectively.
- General praise and encouragement in lessons, which should be used as much as possible.
- Praise from the rest of the class, another class or member of staff.
- Choice of a favourite activity.
- Display of pupils' work.
- Praise texts to parents to provide immediate communication of good performance, either academically or otherwise.
- Each 'Star of the Week' receives a certificate in the school 'Praise' assembly on Friday afternoons and is placed in the weekly prize raffle. The Behaviour, Attendance, Punctuality and Tidy Classroom Awards are also presented here, together with Reading and Maths Certificates. Subject Awards are awarded monthly and classes vote on who should be given the Good Citizen Award on a fortnightly basis. In this weekly Praise Assembly, the school acknowledges all the efforts and achievements of children, including recognition of out of school activities, e.g. music or swimming certificates.
- HT or other senior staff to be invited to praise individuals, groups or classes.
- The HT distributes Head Teacher's Awards to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Sanctions

'Forgive us our sins, as we forgive those who sin against us'.

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. These should make a clear distinction between serious and minor infringements of our School Code of Conduct.

An appropriate sanction is one which is designed to help the child to understand the link between their behaviour and its repercussions and to encourage better behaviour in the future. Red 'dojos' on the online system record this as a percentage and in a pie chart but these can be negated by earning more green 'dojos'. Pupils aim to achieve over 90% green overall.

Relationships exist between our Behaviour, Equalities, Inclusion and Anti-Bullying policies. Sanctions relating to prejudice-related incidents will form part of agreed school practice. A Record of Concern should be completed by staff for those incidents which may build to a chronology. The school Prejudice-Related Incidents Form needs to be completed for all investigations into alleged bullying. Copies of all the above forms must be given to the Head Teacher to process and record.

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Where sanctions are necessary, the first line is the individual staff sanction (red 'dojos'), which may be followed by referral to the key stage leader, behaviour manager, SEN coordinator, then to the Deputy Head and finally to the Head teacher. Professional discretion is needed when determining how an incident should be progressed. A very serious incident may demand the immediate involvement of the Head teacher, while relatively trivial misdemeanors should never require their involvement, as this diminished the impact of such referrals. Staff should also use professional discretion about keeping parents informed and before seeking an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Parents should always be contacted to discuss any recurrent or serious incidents and those involving bullying. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we take immediate action to stop any further occurrences of such behaviour. While it is very difficult to fully eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Online Safety

- The school puts great importance upon responsible use of the internet and related ICT. Children are aware as to their responsibilities and are provided with a curriculum that supports and promotes e-safety.
- Although there are filters to restrict inappropriate use of the internet, there is an appreciation that certain sites can still be accessed. Therefore, the visiting of such sites is taken very seriously. Sanctions exist to deal with such incidences and vary depending on the specific content of the site.
- Online bullying, whether it be by use of email, social networking or similar is not permitted and will be dealt with severely. Again sanctions will vary depending on the severity of the

incident, but those deemed serious enough may warrant a temporary exclusion if deemed appropriate.

- The school will do all it can to educate and promote safe use of the internet within school. However, we appreciate that incidences of cyber-bullying can occur outside of the school premises thus leading to issues within. Whilst it is difficult to deal with these occurrences, efforts will be made to rectify the issue. This may involve parental contact being made and discussions over possible 'in-school' sanctions.

Current practice:

Staff members always listen to the child's point of view before implementing sanctions.

1. Individual staff use the following sanctions after warnings have been given: verbal reprimand withdrawal from the situation (to another space in the classroom or another teacher) discussion concerning behaviour and reminder of the school's expectations loss of privilege for a specific period (eg ten minutes playtime) punishment 'to fit the crime' eg letter of apology, clearing litter
2. Where the above sanctions and rewards do not lead to the intended improvement in behaviour, referral may be made to the key stage leader, SEN lead, Behaviour Manager, who will give advice on strategies to modify the child's behaviour or will speak with the child.
3. Where concerns continue, the child should be referred to the Deputy Head, who will keep a record of the reported incident and inform the child of this, advising and taking appropriate action to modify behaviour.
4. On the third occasion a child is referred within a term, parents will be informed of the problem and invited to discuss the matter with the class teacher and member of the SLT. An improving behaviour programme will be agreed and the support of parents sought eg an age-appropriate record card to be completed by all the adults in school supervising the child. This would report all incidents of good and bad behaviour. The card is seen by the DH/SLT member and the parents on an agreed timescale. Parental help sought in rewarding good behaviour and imposing sanctions for no improvement. Head Teacher kept informed.
5. In the event of no improvement in behaviour, a meeting to be arranged with the Head teacher, SLT member, class teacher and parents to agree the way forward eg involvement of outside agencies (eg Educational Psychology Service)
6. Continued unacceptable behaviour during class or lunchtime would result in fixed term exclusion. Agreements of acceptable behaviour and levels of support to be made with parents and child before they return to school. For pupils who have been excluded for more than two periods within a term, the Governing Body may decide to offer the parent a contract to be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour. Permanent exclusion would be the final stage in this process

after all the other avenues had been exhausted. Any exclusion would be carried out in line with current LA guidelines and procedures.

Monitoring and review

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head teacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: May 2020

Review due: May 2021