



St. Anne's CE Primary and Nursery School

Behaviour Policy

Reviewed

September 2021 (Mrs. L. Sixsmith)

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.

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 activities 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 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 challenged, 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.

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 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 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.

Rights Respecting 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 that children become positive members of the school community, local community and ultimately of society, caring for and about the natural world and becoming responsible global citizens.

Aims, Objectives and Expectations

The Christian message of forgiveness is implicit in all we do, believing that each day is a new start.

Aims

Based on restorative principles:

- 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 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 and Expectations

Based on our restorative principles, 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 in
- 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, 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.'

Our restorative approach, based on the Christian message of forgiveness will be implicit in all we do, believing that each day is a new start, requires all members of our community to:

- 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 anyone)

- move 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:
 - o No sweets or nuts in school
 - o Swimming or appropriate PE kit to be brought for lessons.
 - o No jewellery allowed in school, without specific permission (see Uniform and Appearance Policy)
 - o Children should not be allowed inside the PE equipment/ storage area.
 - o Children should not be allowed in the school building unsupervised by an adult.
 - o Money and mobile phones, if brought to school by children, must be handed in to the school office for safe keeping during the school day.

Roles and Responsibilities

The Christian message of forgiveness is implicit in all we do, believing that each day is a new start.

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

Staff behaviour management reflects **restorative principles**. 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.

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.

- develop good relationships with all pupils and know all children in their class as individuals, with consideration for classroom layout, grouping of children, matching work to ability, pacing lessons, 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.
- be 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 sparing use of reprimands, privately rather than publicly wherever possible and being fair and consistent by criticising the behaviour and not the person. This includes avoiding whole group punishment which may be deemed unfair.

The class teacher

- ensure that their classes behave in a responsible manner during lesson time.
- explain why the class charters are necessary for the pupils to be safe and happy
- have high expectations of the children with regard to behaviour and strive to ensure that all children work to the best of their ability.
- treat each child fairly and enforce the classroom code consistently, with respect and understanding.
- keep a record of any incident, where HT or SLT has been involved. In the first instance, the class teacher approaches an issue in the normal manner, but may seek advice from the Thrive Champion,

SENdCo, SLT or Head teacher and contact a parent if there are concerns about the welfare of the child. • The class teacher may then liaise with external agencies, as necessary, to support and guide progress.

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 Behaviour Policy consistently and according to restorative principles throughout the school, and to report to governors, when requested, on its effectiveness. 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 or for repeated or very serious 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 the restorative principle works in school. This is reinforced in in the Home School Agreement. We aim to build a supportive dialogue between home and school and 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 HT or 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 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 restorative policy on behaviour and discipline, but governors may give advice about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Rewards and Consequences

The Christian message of forgiveness is implicit in all we do, believing that each day is a new start.

At St. Anne's we consider it is important that praise and rewards should have considerable emphasis in order that pupils achieve recognition for their contribution to school life, for example sound academic work and effort, a positive attitude, caring for others, good behaviour and consistently role modelling the school values. It is expected that good standards of behaviour will be encouraged through the consistent application of a balanced combination of rewards and consequences 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. Each class has its own classroom Rights Respecting charter, which complements

the Dojo 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 accepted standard of behaviour.

We praise and reward children in a variety of positive ways, such as: the 'Class Dojo' online scheme to promote and acknowledge good behaviours in order that it can be monitored effectively. • general praise and encouragement in lessons is the norm. • praise from class peers, another cohort or member of staff, HT or other senior staff are invited along to praise individuals, groups or classes. • 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 newsletter. In this weekly Praise Assembly, together with Reading and Maths Certificates, the school also acknowledges all the efforts and achievements of children, including recognition of out- of- school activities • the HT distributes Head Teacher's Awards to children, to acknowledge outstanding contributions in school.

Pupils can also be nominated by any adult community member or their peers for the **STAR** (St. Anne's Recognition) Award for consistent exemplification of one of the school values. A star is placed on their individual award card and they are presented with a star pin badge. When five stars have been achieved, the pupil is presented with a **STAR** trophy in recognition of their outstanding contribution to St. Anne's on many different levels.

Consequences

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

Pupils have a right to expect fair and consistent consequences if necessary. These should make a clear distinction between serious and minor infringements of our School Code of Conduct. An appropriate consequence is one which is designed to help the child to understand the link between their behaviour and its repercussions and to encourage better choices in the future. Red 'dojos' on the online system can be negated by earning more green 'dojos'. Relationships exist between our Behaviour, Equalities, Inclusion and Anti-Bullying policies and consequences relating to prejudice-related incidents will form part of agreed school practice. A record of concern via CPOMS should be completed by staff, as those incidents which may build to a chronology, or if appropriate, a school Prejudice-Related Incidents Form needs to be completed for all investigations into alleged bullying. Copies must be given to the Head Teacher to process and record. The school employs a number of consequences to ensure a safe, happy positive learning environment, with each consequence appropriate to each individual situation, with children's safety paramount. In all situations, clear guidance will be issued by the adult on how to self-regulate. It is recognised that some children need a personalised or different approach due to additional needs or their current context. Nevertheless, in the case of a pupil who continues to struggle to manage his/her behaviour, it may be that a consequence becomes necessary. The first line is the individual staff consequence, which may be followed as appropriate by referral to the key stage leader, Thrive Champion, 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 diminishes the impact of such referrals. Staff should also use professional discretion about keeping parents informed and before seeking an appointment 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; immediate action is taken to avoid recurrence. While it is very difficult to fully eradicate bullying, we do everything in our power to ensure that all children attend school confident that they are safe.

The school puts great importance upon responsible use of the internet. 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, there is an appreciation that certain sites can still be accessed. Consequences to deal with such incidences vary depending on specific content. Online bullying, whether by use of email, social networking or similar is not permitted. 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. Efforts will be made to rectify the issue, which may involve parental contact and discussions over possible 'in-school' consequences.

Procedure in the event of more serious incidence.

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

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 2. Where the above consequences and rewards do not lead to the intended improvement in behaviour, referral may be made to the key stage leader, SEN lead, Thrive Champion, 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 consequences 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 avenues had been exhausted. Any exclusion would be carried out in line with LA guidelines.

Monitoring and Review

The Head teacher monitors the effectiveness of this policy on a regular basis, reports to the governing body and, if necessary, makes recommendations for further improvements. The Head teacher keeps a record of fixed term, or permanent exclusion. It is the responsibility of the governing body to monitor suspensions or 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: September 2021 Review due: September 2022

