



School Mission Statement

Our Mission at St. Anne's is to Live, love and learn together with Christ.

It is a basic entitlement of all our pupils at St. Anne's to receive their education free from humiliation, oppression and abuse, in an environment that is conducive to learning. Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on child abuse, anxiety, bullying, violence and distress. It can cause some children to stay away from school, missing vital learning time.

It is a basic entitlement of all our staff at St. Anne's to be able to deliver the curriculum to our pupils in an environment that is conducive to learning.

We believe that the partnership shared by home, school and parish community is essential in leading supporting and encouraging good behaviour and in learning to play a responsible role both within school and in the wider world.

The teachings of Jesus Christ, his example and the gospel values lie at the heart of the curriculum at St. Anne's. Within this framework we strive to enable our children to acquire and develop the skills, knowledge and understanding that will make them valuable members of society. It is imperative that all pupils learn in a calm, safe and supportive environment rooted in mutual respect.

All staff at St. Anne's receive regular training and updates on our behaviour policy, that is reviewed annually with all stakeholders. At induction all new staff are fully trained on our behaviour policy.

Rationale

Good behaviour is central to every aspect of school life. Our behaviour standards are those reflected in the Catholic ethos of our school. St Anne's has a full and robust behaviour curriculum that permeates all aspects of school life. All pupils are encouraged and shown acceptable and desired behaviours by all staff and as a result, all pupils understand what behaviour is expected and encouraged and what is prohibited. The phrase 'Please Stop I Don't Like It' is used by all school pupils and staff and children are repeatedly reminded of the necessity to desist poor behaviour choices when this phrase is used.

This policy is in-line with our anti-bullying policy, our equality policy, online safety policy and our mobile phone policy.

By adherence to a Behaviour Policy, we aim to:

- Encourage a calm, purposeful and happy atmosphere within school;
- Foster positive, caring attitudes towards everyone, where achievements at all levels are valued;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- To have a consistent approach to behaviour throughout the school, with parental co-operation and involvement;
- To raise pupil self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- To help all pupils, staff and parents have a sense of direction and a feeling of common purpose.

Aims and Objectives

At St. Anne's School we believe that positive behaviour in pupils stems from learning Core Skills and Abilities, which are independence and organisation, co-operation and collaboration with others, honesty, consideration and empathy, motivation, application and attention, reflection, self-esteem and self-control. We are a non-shouting school. All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Controlled raising of adult voices to get attention are allowed. We know that a soft quite low voice is often the most effective. Therefore, it is the responsibility of all staff to actively teach the Core Skills and Abilities by:

- Example;
- Creating a positive behaviour culture in which pupils are encouraged to reflect the values of the school.
- Setting appropriate boundaries for pupil behaviour;
- Listening to children and showing empathy and understanding, treating all pupils fairly.
- Showing respect to everyone in the school community;
- Providing feedback in an informative way to pupils;
- Using strategies/incentives to promote positive behaviour;
- Using strategies/disincentives to discourage negative behaviour;
- Using strategies appropriate to the ability of each child. In the case of a child with special educational needs, strategies should be consistent with the guidelines and requirements of the IEP; It is school's duty under the Equality Act (2010) and the Children and Families Act (2014) to ensure that we use our 'best endeavours' to meet the needs of those with SEND.
- Working in close co-operation with parents.
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. These incidents are recorded on our CPOMS system.

At the beginning of each school year, each class will work together to establish class rules and a contract which will allow the classroom to work well and provide a safe, happy and busy learning environment.

Behaviour Curriculum

Our behaviour curriculum defines the expected behaviours in our school. It is centred on what successful behaviour looks like and defines it clearly to all parties. Staff and children know that it is vital that any inappropriate language is challenged, it will never be normalised. Sexually abusive language or behaviour will not be tolerated. Children or parents referring to it as 'banter' or an 'inevitable part of growing up' will be reminded that this type of language contravenes our policy as is totally unacceptable and is against the guidance in part 5 of KCSIE (2024). All uses of such language will be recorded on CPOMS.

We ensure at all times that any incidents of child on child bullying, abuse or incidents are fully investigated in line with our policy and appropriate action taken, dependent on the incident.

Our behaviour curriculum centres on the principle of **'Please Stop I Don't Like It'** Children in all year groups are continuously reminded that this is the phrase they use, they must find their voice to do this. If they have to use the phrase a second time, they must tell a teacher and state that they have said it twice. All children know that the consequences of continuing with an action (after another person has said **Please Stop I Don't Like It**) will result in the behaviour being treated as a serious incident at Level 4 and appropriate action taken.

For example:

- Pupils are expected to attend school ready for the school day, wearing school uniform and bringing all of their required items into school with them.
- Pupils are expected to walk around the school at all times, in all areas.
- Pupils are expected to walk into assemblies (and other classes) quietly
- Pupils are quiet and respectful during all prayer & liturgy
- Pupils line up quietly in the dining hall, when entering and leaving.
- Pupils are expected to use appropriate greetings when passing adults in school
- Pupils are expected to hold doors open for adults and to wait to allow adults through first
- At the end of the school day, pupils line up and awaiting instructions from a member of staff about dismissal
- Pupils do not leave the school grounds without a member of school staff telling them that it is ok.
- Pupils must work together to restore relationships (with staff support) after an incident with another child or adult– we are a Catholic school and our Catholic Values and ethos permeate everything. We firmly believe in the words 'forgive us our trespasses as we forgive those who trespass against us.'

Strategies/ Incentives for positive behaviour:

In order to encourage pupils to behave well, teachers will let pupils know when they have seen them behaving well and suitable rewards of praise and acknowledgement will be given. The reward system recognises social and academic achievements and effort. Rewards used should enable teachers to acknowledge success at different levels.

Level 1:

- Non-verbal praise such as smiles and thumbs up signs.
- Verbal praise which we believe to be the most important factor in creating the positive atmosphere which will promote good behaviour. Verbal praise can range from a word in the ear of an individual to 'public' recognition in class. Verbal praise can be given for sticking to class rules.
- Privileges and responsibilities are given to the pupils in recognition of good behaviour and to promote well rounded citizens of the future.

Level 2:

- We share successes with other classes, members of staff and, in school Celebration Assembly, with the whole school community. House/class points and stickers are awarded to individuals, groups or classes. Classes work together positively to gain rewards.
- Informal conversations with parents, child being sent to Headteacher or Senior Leadership Team.

Strategies/ Disincentives to discourage negative behaviour:

We also recognise that it is sometimes necessary to sanction bad behaviour. This must be consistently and firmly applied in order to clearly mark the boundaries and therefore to promote good behaviour. It is important to remember to criticise and target the behaviour and not the child. School will encourage good choices by acknowledging and recognising those pupils who are clearly making a good choice. This will be done consistently through the following means:

- Verbal praise
- Communicating praise to parents
- Certificates and special assemblies
- Children being given positions of responsibility

- Spending time with school dog – Bonnie
- Class points which lead to whole class rewards

Misbehaviour will be dealt with promptly and assertively in accordance with this policy. The first priority is to ensure the safety of pupils and to ensure that there is a calm environment. Staff will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques will be employed. When needed sanctions will be used.

Level 1:

- Praise for those children sitting nearby showing appropriate behaviour in class.
- Non-verbal: a look, shake of the head, wag of the finger, a slow walk towards the child.
 - A verbal reminder of the rules, firstly quietly one to one without distracting the rest of the class.
- **Warning – a clear and concise message: “‘X’, if you carry on with ‘Y’ behaviour then ‘Z’ will happen to you.”**

Level 2:

- Miss some break time EYFS/KS1 (**with class teacher**)
- Miss some break time KS2 (**with class teacher**)

Children (at this level) will NOT miss all of their break time

- Time out, in a different seat in class or taken to an SLT classroom by a reliable child, where they will be expected to complete their work. Class teacher may discuss the behaviour with the child's parent.
- Children may be asked to write a reflective piece about their behaviour choice.
- Children who repeatedly attend school, without adhering to the uniform policy will be sent to a member of SLT. Relevant letters will be sent home.

Level 3:

- Reporting to Senior Leadership Team – (NOT Headteacher)
- Talking to parents – monitoring of individual
- Positive Behaviour chart
- Reward charts
- Miss break time EYFS/KS1 (**with class teacher**)
- Miss break time KS2 (**with class teacher**)
- **This should be an opportunity to discuss behaviour and then using restorative practise to repair.**
- Pupils may be given specific tasks to complete during break time or other free time.
- Pupils will attend a targeted discussion about their behaviour with a member of SLT and improvement strategies will be agreed and shared with parents.
- Pupils repeatedly not adhering to uniform policy (particularly in the summer term) parents will be asked to attend a meeting at school.

Level 4:

- Serious and/or regular incidents of misbehaviour will be reported to the Senior Leadership Team and Headteacher who will inform parents either verbally or in writing and appropriate actions/ sanctions will be discussed and agreed upon. All of these incidents will be recorded on CPOMS.
- Pupils not adhering to the second time another pupil says '**Please Stop I Don't Like It.**'

Level 5:

- In extreme cases, pupils may be excluded temporarily or even permanently from our School.

Playground Behaviour

It is important that the children know and adhere to the school rules and sanctions at playtimes and lunchtimes. Staff will remain calm, whilst gathering the facts of the incident, often the way the incident is first re-told needs exploring, as children will relay events from their perspective. Be careful to ascertain facts. Staff will promote positive behaviour in the following ways:

Level 1

- Praise should be given to children nearby who are behaving well.
- A look, shake of the head, wag of the finger and a slow walk towards the child. □
A reminder of the rules.
- **A warning, clear and concise, using names wherever possible "X', if you carry on with 'Y' behaviour, 'Z' will happen to you."**

Level 2

- Time out – 2 minutes (EYFS/KS1) 5 minutes (KS2) • sitting at the nominated bench
- Staying with an adult.

Level 3

- Name given to class teacher with a concise summary. Issues should be resolved by the lunchtime staff (where possible).

Level 4

- Send for a member of the Senior Management Team.
- Child to spend time with member of SLT or sent to the DHT
 - Pupils may be given specific tasks to complete during break time or other free time.
 - Pupils not adhering to the second time another pupil says '**Please Stop I Don't Like It.**'
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Level 5

- Child is sent to the Headteacher. Headteacher will follow the behaviour policy at the appropriate level. A discussion with parents will happen, if necessary and an agreed course of action will be discussed, for repeated serious misbehaviours, this will include alternative lunchtime arrangements.
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Searching pupils

Teachers have the right to search children or their belongings and confiscate prohibited items. In our school the reasons for carrying out searches are:

- If we believe items have been stolen
- If we believe there is an article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

At times it is necessary to sanction behaviour outside of school:

- If the child is in school uniform
- If their actions could have repercussions in school
- If their behaviour poses a threat to another pupil or member of the public.

As a school we will work closely with parents and outside agencies to help deal with and manage behaviour that is particularly challenging.

Behaviour outside of school premises

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. The same standards of behaviour are expected online as apply offline, that everyone should be treated with kindness, respect and dignity. Many online incidents will occur outside of school and these are parents' responsibility. However, school will instigate its behaviour policy if the nature of the incident has a negative impact on the school (classroom) culture.

St Anne's school can sanction misbehaviour outside of the school premises, for example:

- Non-criminal poor behaviour and bullying which occurs off the school premises or online (which is witnessed by a member of school staff or is reported to the school).
- Sanctions as above will be issued if the behaviour results in repercussions to the orderly running of the school, if there is a threat to another pupil, or there is an adverse effect on the reputation of the school.

Mobile Phones

Pupils are not allowed to use mobile phones on the school premises. We do not allow any children in Years Nursery to Year 5 to bring mobile phones into school. Pupils in Year 6 (in accordance with our mobile phone policy) can bring phones into school when they start walking home from school (summer term). See mobile phone policy for further clarification.

Positive Touch

At St Anne's Catholic Primary School, we do not touch children to punish them, however at times it is necessary to remove a child from a situation if there is a danger that they could harm themselves and others. A trained member of staff will follow guidelines set out in our Restrictive Physical Intervention policy. Staff in certain extreme situations will use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Reasonable force in these circumstances means using no more force than is needed.

Headteacher, SLT (and other trained staff) may also use reasonable force when conducting a search for knives, weapons, alcohol, tobacco, vapes, stolen items, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Review Date July 2025