

*St Ann's R.C.
Primary School*

*Behaviour
and Relationships
Policy*

Last Reviewed: May 2024

Next Review by: May 2025

'Love one another, just as I have loved you' John 15:12

Our School's Mission Statement

'We, the family of St. Ann's, rejoice in our learning; striving for excellence. We challenge ourselves, follow Jesus and empower each other to be the best we can be.

'Love, Respect, Service.'

St. Ann's R.C. Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We strive to create a calm, safe, supportive environment in which our children can flourish.

As members of a Catholic community, we adhere to core Christian values, we follow Jesus' teachings and aim to develop our children as outstanding future citizens of the Global community. British values are embedded throughout our school curriculum and ethos, as are our learning values.

We implement our core values of **Love, Respect and Service** through Our Mission, which is understood by all in our school community.

In his independent review on behaviour in schools – Creating a culture, Tom Bennett states:

'The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:

- students achieve more academically and socially*
- time is reclaimed for better and more learning.'*

We believe that having a school culture that expects a high standard of behaviour will benefit our children and our community.

Aims of our Behaviour and Relationships Policy:

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To ensure all learners are treated fairly, shown respect in order to promote good relationships.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To help learners take control over their behaviour and be responsible for the consequences of it.

Roles and Responsibilities

At St. Ann's we have a commitment to every child's success and well-being. We believe behaviour is everyone's responsibility and that high expectations are not only possible but expected. All staff support the Catholic ethos of the school and are faithful to the values of the Gospel by word and example.

The Governing Body

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.
- Approving this policy.
- Leading and encouraging the Catholic ethos of the school, being faithful to the values of the Gospel by word and example.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that staff implement the policy consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

Teachers and Staff

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on CPOMs.
- Challenging pupils to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Desired behaviour

In line with our values, we aim for all children to:

1. Be ready.
2. Be respectful.
3. Be safe.

Be ready.

We ask that our children:

- come to school ready for learning, wearing the correct school uniform and bringing with them any books or equipment they need for that day.
- are prepared for the lesson to begin by: sitting quietly, having the correct stationery, and being responsible for it, and listening and responding to instructions.

Be respectful.

We ask that our children:

- recognise that we are all made in the image and likeness of God and deserve to be treated with love, kindness, tolerance and respect.
- respect each other's faith in assemblies and at prayer times.
- recognise that we are all unique and celebrate our differences.

- walk around the school calmly and quietly, respecting the fact that other children are learning.
- will listen, ask questions and respond in an appropriate way to teachers, peers and visitors.
- can make allowances for peers, showing respect for those who have individual needs.
- will consider the feelings of peers and teachers.
- will celebrate other's achievements and encourage others to be the best they can be.
- will adapt language to different contexts.
- will actively reinforce good behaviour in others.
- will look after school property, the school building and the outside areas.

Be safe.

We ask that our children:

- are mindful of their own safety and that of others around the classroom, school building and on the playground.
- listen carefully to, and follow, instructions in class and in all areas of the school.
- listen carefully to, and follow, instructions on school trips, visits and when going to swimming lessons.
- use equipment safely and appropriately.
- follow the online safety procedures both at school and at home.

Unacceptable behaviour

In our school the following behaviours are deemed as unacceptable:

- Deliberately hurting/hitting another child.
- Showing aggression (physical and verbal) against an adult.
- Spitting
- Swearing
- Being rude to others e.g. inappropriate language, tone of voice.
- Damaging Equipment, another's property or the school building.
- Not following an adult's directions/instructions.
- Disrupting a class/group from learning.

- Leaving a classroom or the school building without permission.
- Putting themselves or others at risk.

Rewards and Sanctions

Rewards

Our children are encouraged to follow the school rules, show respect for others and display good manners at all times.

Positive behaviour is encouraged and rewarded in a variety of ways:

Verbal

Given by all staff to both recognise and promote specific examples of the school rules, and for demonstrating our school values.

House Points System–

Our children are placed into Houses as they enter our school in Reception. Our four Houses are St Alphonsa, St Francis, St Cecilia and St Martin de Porres.

House Points are awarded for keeping the school rules and by showing extra effort by going 'over and above' the expectations. The house points are collected each week and the winning house receives an extra five minutes of break time. At the end of each term the House Points results are collated and the winning house receives an extra 15 minute break. At the end of the year, the totals of all three terms House Points are collated and the winner can wear their own clothes on a designated day.

Stickers –

Stickers are used in EYFS, KS1 and KS2, when appropriate, for instant recognition of going 'over and above' the school rules. Sticker charts are used as incentives for children who have specific needs or areas they wish to improve.

Recognition Board –

Each class displays a Recognition Board. Short, achievable targets are shared with pupils at the class teacher's discretion, with a focus on specific learning objectives, learning attitudes or behaviours. These may change by lesson, daily or weekly as required. All children should be able to achieve this target within the time frame and names displayed on the board once achieved.

Caritas Award-

This is awarded to children or families who have demonstrated Love in Action by helping others, showing kindness, service or peace-making, and by raising awareness or funds for a charity.

Golden Assembly –

Children can be nominated for a Golden Award for ‘going above and beyond’ in their work or in their behaviour and attitude. These awards are celebrated in the Golden Assembly.

Sanctions

All disciplinary action is designed to correct unacceptable behaviour and promote the child’s development, rather than to punish. Parents will be informed whenever sanctions are used. The aim is that children will learn from their actions and recognise the consequences for themselves and others.

When behaviour expectations are not met, the following procedures will be followed:

1. Reminder – the child will be reminded of the expected behaviour and will be supported to rectify their behaviour.
2. Warning – if the unacceptable behaviour continues, the child will be given a final warning and will be supported to rectify their behaviour.
3. Time out – in class with support. Repair chat with teacher. Possible loss of part of the break time.
4. Time out – in another classroom, usually Phase Leader’s classroom. Repair chat with Phase Lead/Deputy Headteacher. Possible loss of part of the break time.
5. Internal exclusion – removed from class to work elsewhere in the school. Repair chat with Deputy Headteacher/ Headteacher. Possible loss of part of the break time.

Pupils with Special Educational Needs and/or Disabilities – SEND

Behaviour will always be considered in relation to a pupil’s SEND or the possibility that the child has SEND.

If it is deemed that a pupil’s SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, whilst considering the specific circumstances and requirements of the pupil concerned.

Zones of Regulation

In order to support our children to understand their behaviour, their responses and the behaviour of others, as well as promoting positive mental health and emotional wellbeing to our students and their families, we share the principles and strategies of The Zones of Regulation. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children to be able to regulate their emotions. By implementing The

Zones of Regulation within our curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing and behaviour.

The Zones of Regulation are based around the use of four colours to help children self-identify how they are feeling and categorise it using a colour. The Zones of Regulation also help 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 are 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.

Suspensions and exclusions

On occasion, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. The latest DfE specific guidance on suspension and permanent exclusion is always referred to in order that these interventions are used appropriately. Trafford Local Authority and the Chair of governors are contacted and the case discussed before any action is taken.

There are three types of exclusion and parents are always informed.

An internal exclusion is when the child does work set by the class teacher under the supervision of a member of staff for a morning, afternoon or all day. They do not have break time with their friends.

A fixed term exclusion/suspension is when a child is excluded from school for a day/s. Work is set for this time and should be completed at home. A fixed term exclusion allows the school to investigate the situation and to put together a plan to help the child on his/her return.

A permanent exclusion is when the child has to leave the school permanently.

Behaviour at Break and Lunchtime:

We recognise that children need to relax at break and lunchtimes, but we expect the same high standards of cooperative play and considerate behaviour. Children should not be in school buildings during playtimes and lunchtimes unless supervised by a member of staff. Children are encouraged to go to the toilet before they go out to play and/or when they come in from playtime. (Individual medical needs are taken into account).

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. Where this may be the case, we will follow our Safeguarding Policy.