



'Do everything in love' - 1 Corinthians 16:14

St Anne's C of E Primary School

Behaviour Policy

December 2025

Approved by: FGB

Last reviewed on: December 2025

Next review due by: December 2026

Behaviour Principles Written Statement

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore, has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

St Anne's Church of England School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for all of our children and staff and to promoting good relations across the whole school community.

Right to feel safe at all times:

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules:

School rules will be detailed in our Behaviour Policy. We believe in consistent systems, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards:

We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.

The Governors expect that any rewards system is explained to others who have responsibility for young people such as in extended school provision so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Behaviour Policy

This policy sets out how our school behaviour principles will be applied in practice.

Introduction

St Anne's School is a Church of England School which provides an attractive, welcoming and caring environment. We promote high academic standards and help to develop attitudes of mutual respect, responsibility and self-discipline. Our school curriculum and ethos is powered by our drivers: independence and responsibility; active learning and diversity. We feel that our drivers promote the open-minded, caring children that we would like our pupils to be. In school, all of our behaviour initiatives are supported by our teaching of PSHE, following the Cambridgeshire PSHE service scheme of work.

The Legal Background of all our initiatives can be found in the appendices of this document (Appendix 1)

Our Vision, Values and Ethos

At St Anne's C of E Primary School, our vision, "*Do everything in love*" (1 Corinthians 16:14), shapes the way we behave, learn and interact every day. This biblical teaching is central to our school community and guides how we expect pupils and adults to conduct themselves. Love—in the form of kindness, patience, respect and understanding—underpins our approach to behaviour and creates a positive environment where every child can flourish.

Our Christian values of **Respect, Resilience, Creativity and Joy** support this vision and help pupils understand what loving behaviour looks like in practice. These values are woven through daily routines, relationships and learning experiences, ensuring that behaviour expectations are meaningful, consistent and rooted in our shared ethos.

How Our Vision and Values Guide Behaviour

By embracing our vision of "*Do everything in love*", pupils are encouraged to:

- treat others with kindness, compassion and respect
- approach challenges with resilience and a positive mindset
- show creativity in their learning, problem-solving and play
- find joy in learning, friendships and everyday moments

- make thoughtful, responsible choices
- be calm, ready to learn and willing to listen
- care for St Anne's, and for everyone and everything in it

Ethos

Our Christian ethos provides the foundation for all expectations of behaviour. We seek to create an environment where:

- all children feel valued and loved
- diversity is celebrated and each person's uniqueness is respected
- pupils are nurtured to develop spiritually, morally, socially and culturally
- Christian values shape attitudes, actions and relationships
- love is at the heart of how we work, learn and grow together

These principles guide how we uphold a positive behaviour culture built on care, respect and responsibility. They ensure that St Anne's remains a place where pupils and staff can thrive in a nurturing, supportive community grounded in Christian love.

Aims of the Policy

This behaviour policy supports the above statement in that we will aim to:

- provide a secure environment where all children feel safe, positive and happy.
- encourage consideration and respect for each other
- Promote independence by encouraging the children to become self-disciplined. Through the use of PHSE sessions and assemblies we set high expectations for all children and empower them to implement our values independently. Children are given the skills and confidence to manage minor disputes and disagreements they may have throughout the school day. Children take responsibility for their own actions and have opportunities to reflect on and manage their own behaviour.
- promote individuality and celebrate diversity, by valuing each other regardless of race, religion, sex, ability or background
- develop the self-esteem and self-respect of all pupils and staff

Achieving these Aims

- We recognise that a child's behaviour can impact on their own and others' learning. This policy is centred to creating a community where children feel safe and are able to achieve their learning potential.
- We expect high standards of behaviour both in the classroom and in all areas of our school.
- The values and beliefs outlined in the aims of the school underpin all the curriculum policies and systems in the school.
- The adults in the school are expected to provide a positive model in terms of their behaviour and relationships.

- The curriculum is planned to ensure all children have work at their level and do not cause disruption through having inappropriate tasks.
- We value, trust and respect the children and expect them to become increasingly self-disciplined, independent and able to take on responsibility for their actions.

Good behaviour

In order to behave well, children must know and understand our expectations. We will praise and encourage children who:

- show respect and consideration for others
- take a pride in the whole school environment, inside and outside
- listen to both children and adults
- understand the reasons for school rules and value the environment that they aim to create
- share and co-operate together
- look after property and equipment
- always try their best
- concentrate well and work sensibly in all sessions
- are polite and demonstrate good manners to children and adults alike
- use appropriate language
- are aware of noise levels and respect the needs of others for a quiet working atmosphere
- are honest
- are always striving to achieve their full potential

As adults we act as role models for our children. We should demonstrate the same appropriate behaviour towards the school, the children and their parents, and each other.

We must be consistent in our approach to children and always deal with individuals in a fair way. If we make a promise or threat, the intentions must be realistic in order that we can carry it through.

Promoting good behaviour.

Every adult who works in school has an important part to play in promoting good behaviour. There are many strategies we can use in order to do this.

All staff can:

- listen to the children
- be consistent
- give verbal praise
- be calm
- smile and use positive gestures
- use eye contact
- use a sense of humour
- inform other staff or the Headteacher of good behaviour
- award house points
- write positive comments on work
- share successes with the class and whole school community

- display good work
- appoint monitors to take specific responsibilities
- inform parents, either by letter or verbally of good behaviour
- within classrooms teachers have the freedom to set up their own additional reward systems to promote good behaviour; these systems are what the teacher feels are appropriate to their class as individuals.
- time for role play scenarios to highlight a range of strategies to resolve minor issues
- real examples of resolution shared and praised
- PHSE used in all classes with a focus on behaviour within the relationships unit
- opportunities and places to reflect are available within school

As teachers, we must recognise that the classroom and the wider school environment will affect the behaviour of the children. The way in which the school is presented and work displayed is central to a positive working environment.

Children must be appropriately challenged and provided with tasks to suit their ability and needs. Equipment and resources should be labelled and available for use. The physical organisation of the classroom, with suitable activity areas, must be given thought and consideration. When children move between areas and activities teachers must be clear in their instructions and expectations. All the above considerations will encourage good behaviour.

House Point System:

Every child is allocated a house team which they can earn house points for. Children can earn house points by showing good behaviour and behaviour linked to our school Christian Values which are **Respect, Resilience, Creativity and Joy**. The tokens are added up weekly for each house and the scores celebrated during assembly. Each child also has their own reward card that they can record their house point achievement on.

When they reach ...

25 house points = Bronze Certificate

50 house points = Silver Certificate

100 house points = Gold Certificate and PRIZE

At the end of the school year the team with the most points receive a shared experienced to celebrate for example a party or picnic. At the start of the next school year each team starts the process again.

St Anne's School Rules

We have a school 'mantra' that reflects our vision and aims. (see appendix 2)

Staff, children and parents sign a Home School Agreement when pupils first join the school, which clearly sets out expectations for each role in the learning partnership. (See Home School Agreement Policy)

In addition, every year the classroom staff and children agree a set of class rules that they think are important for the safe and conducive facilitation of good learning and teaching.

Unacceptable behaviour

At St Anne's we want to encourage and praise children as much as possible. We recognise however, that there is a need for dealing with poor and unacceptable behaviour. We must ensure that the sanction is appropriate to the individual, (taking into consideration age, understanding and intent) is fair and consistent and takes place as soon as is practically possible.

Please see Appendix 4: Procedures for dealing with unacceptable behaviour for information about what constitutes a serious incident and our procedures for dealing with unacceptable behaviour.

We see the behaviour of children as an area where it is essential we can work in partnership with parents. If a child is misbehaving, we will verbally inform the parents and ask for their support. If the behaviour persists then the parents will be asked to come into school to talk to the class teacher and/or the Headteacher.

At this point we may seek the advice of outside agencies such as the school doctor, educational psychologist, family centre etc.

Class teachers keep records of incidents of poor behaviour in Class Behaviour Logs, detailing the date and notes on the incident. The headteacher keeps a log of all serious behaviour incidents that take place outside of the classroom. Behaviour, which breaks the school rules, will be deemed to be unacceptable.

Persistent Unacceptable Behaviour.

- We recognise that some pupils present challenging behaviour as an additional need and require more support to behave appropriately, than others. When pupils persistently demonstrate unacceptable behaviour and the usual school behaviour procedures are not supporting an improvement in this behaviour, an individual behaviour plan will be drawn up by the class teacher, pupil and teacher with responsibility for Pupil Welfare and Behaviour (Jane Berry and Samantha Tavender (SENCO)), with the aim of supporting the child's improvement in behaviour whilst minimising impact on other pupils' learning and welfare. We will work in partnership with parents/carers wherever possible.

Communication Systems

We have a variety of strategies available to us for recording and passing on information about behaviour.

Our strategies include:

- Verbal communication - face to face or by telephone - talking about behaviour to the child, the parents and other staff is necessary to help create a positive atmosphere.
- Letters home - on some occasions it may be appropriate to notify parents in writing of an incident within school or on the bus. Alternatively, a letter might be sent home asking parents to make an appointment to discuss their child's behaviour.
- Teachers' files - class teachers may note down behaviour, this can be useful not only as a record, but can also help in identifying patterns of behaviour. There are times when a child may need to be aware that records of behaviour are being kept.
- Behaviour charts or books - in cases of continued unacceptable behaviour, class teachers or support assistants may keep a chart or book specifically to monitor a particular child's behaviour.
- Meetings between parents and the class teacher and/or the headteacher
- Behaviour contracts drawn up between the child and the teacher.

Beyond the school gates

In the case of non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school, the SLT will take a decision on whether this is a disciplinary matter that is best dealt with by the school or should be referred to the child's parents.

Promoting self-esteem

We are committed to developing the self-esteem of all pupils by creating a positive, nurturing atmosphere where children are encouraged, supported and praised for their efforts. Every child at St

Anne's is valued and respected by staff and pupils alike. To ensure fairness and consistency, all staff members are expected to address inappropriate behaviour when they encounter it, whether in the classroom, on the playground or around the school. Behaviour should not be routinely referred to the Headteacher or the child's Class Teacher; instead, staff are expected to follow the clear processes and systems outlined in this policy by responding promptly and appropriately. This approach ensures that actions are focused on the behaviour, not the child, maintaining positive relationships and reinforcing our vision and values. Our work within PSHE further supports this by helping pupils understand expectations and develop the skills needed to manage their behaviour positively.

Bullying

At St Anne's we treat any incidents involving bullying extremely seriously. We are aware that it is difficult for any organisation to totally eliminate all bullying but we aim, by having strategies in place, to deal with any problems, by increasing the awareness of all adults who work in school and by involving parents as much as possible, to make such incidents a rarity. Please refer to our Anti-Bullying Policy for further guidance.

Appendix 1:

The Legal Background of our Policy

The School Discipline and Pupil Behaviour Education and Inspections Act 2006 and Use of Force Guidance 2011 gives school staff a clear statutory authority for punishing pupils. They give school staff a legal power to use force if necessary. The Act specifies a power for teachers and certain other members of staff to enforce disciplinary penalties when misbehaviour occurs outside school premises (e.g. walking to and from school, the school bus).

The Act also gives schools a specific statutory power with regard to the extent of school's power to regulate the conduct of pupils at times when they are not on school premises. This must be reasonable.

The Act confirms the right of a school to use sanctions that are reasonable and proportionate to the circumstances.

The Act makes it lawful for schools to detain pupils without parental consent at a variety of times. The Act gives school staff a specific statutory authority to seize, retain or dispose of pupil's property. The sanction of confiscation must be applied in a reasonable and proportionate way. The Violent Crime Reduction Act 2006 – makes it lawful for certain school staff to search pupils for knives or other weapons. The legal power to search pupils currently only extends to weapons.

Appendix 2

Our school mantra: Christian Values



As we learn in the bible...

'Do everything in love' - 1 Corinthians 16:14

At St Anne's C of E Primary School, our vision of **"Do everything in love"** (1 Corinthians 16:14) inspires and shapes our community. This biblical teaching emphasises the importance of love in all aspects of life, guiding how we interact, learn, and grow together. By embracing this vision, we encourage pupils to approach their learning, friendships and challenges with kindness, understanding and patience. It serves as a daily reminder that love, in its many forms, is a powerful force for good, fostering a harmonious environment where everyone can thrive.

Our Values

Resilience

Resilience at St Anne's means persevering through challenges with a positive mindset. Linked to our vision of "Do everything in love," resilience becomes an act of care—both for oneself and others. Pupils learn to face difficulties with compassion, finding strength in supportive, loving relationships that help them grow.

Creativity

At St Anne's, creativity means encouraging pupils to explore new ideas and express themselves in imaginative ways. We believe that creativity thrives when children feel valued and supported. This love fosters a safe space where they can take risks, innovate and grow with confidence.

Respect

Respect at St Anne's means valuing each person's unique contributions and treating others with kindness. Linked to our vision of "Do everything in love," respect is shown through considerate actions and words. By fostering a culture of love, pupils learn to appreciate diversity and build positive, caring relationships within all communities.

Joy

At St Anne's, joy is about finding happiness in learning and everyday moments. We believe joy emerges naturally when pupils feel loved and supported. This sense of love helps them embrace challenges with enthusiasm and fosters a positive, uplifting atmosphere in our school.

Ethos

The Christian faith is the foundation of our school ethos, our Christian values and our school vision. We learn in an environment which upholds the values of Christianity, whilst developing knowledge and understanding of the religious beliefs and culture of others.

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at parish and Diocesan level.

Our vision, values and ethos underpin all aspects of school life, creating a nurturing environment where pupils and staff alike are supported to thrive with love at the heart of all we do.

Appendix 3

See Home School Agreement Policy

Appendix 4

Procedures for dealing with unacceptable behaviour

Lesson Time:



1. All children begin each lesson on the smiley green face, ensuring every child has a fresh start.
2. When a child begins to exhibit inappropriate behaviour, the adult will give a clear, calm reminder such as:
"At the moment you are breaking one of our class / golden / school value rules. You are now leading to a first warning."
3. If the inappropriate behaviour continues, they receive a **first warning**, and the child's name is moved to the **amber face**.
This should not be done publicly. The class teacher should quietly ask the child to come over, away from the class, and calmly explain the reason for moving them to amber. This approach ensures the process is respectful, fair and focused on behaviour rather than embarrassment.
4. If the inappropriate behaviour continues further, the child's name is moved to the **red face**.

A child moved to the red face will miss 15 minutes of the following break or lunchtime and will complete a reflection chart (see Appendix 5). **All reflection time will take place with the Headteacher. If the Headteacher is not available, the reflection will be completed with another member of the Senior Leadership Team to ensure consistency and appropriate support.**

If a red face warning occurs in the afternoon, a reflection chart will be sent home to be completed. If the chart is not completed at home, the child will stay in at breaktime the following day to complete it. This approach gives children time to reflect, while still allowing a fresh start the next day.

If a child's behaviour continues to be unmanageable and/or cause disruption to the learning of others in the classroom they will be sent to an alternative class or the Headteacher.

Staff will record any moves to the red face (or beyond) and the following consequences will apply:

- 3 red cards in any half-term = phone call home from class teacher or headteacher
- 6 red cards in any half term = Letter home from the headteacher requesting parents attend a meeting to discuss the child's behaviour and the way forward.

In the case of a serious incident (swearing, seriously hurting a child or adult with intent, being disrespectful/abusive to an adult), then a red card will be issued, without the need for a warning. The child will then fill in a think sheet see appendix 5 and further, appropriate action will be taken by the Headteacher.

Break and Lunchtime:



- If a child receives a warning about inappropriate behaviour, they will be given 5 minutes time out and their name will be written next to the amber face on the staff-held whiteboard. If they have to be spoken to again that break/lunchtime, they will receive a red card and be sent to the headteacher or a member of SLT if the headteacher is not available.
- Red cards:
 - If a child is given a red card, they will be sent in immediately to sit outside the headteacher's office. A child will be given a red card, without a warning

being issued if they swear, intentionally hurt someone or refuse to do as they have been asked by an adult.

- The headteacher will ensure that a reflection slip is completed and that appropriate reflection time is given. The incident will be recorded in the Behaviour Incident File. The headteacher will inform the child's Class Teacher of the incident before he/she returns to class. A member of SLT will carry this out if the headteacher is absent.
- If a child has their name recorded in the Behaviour Incident Book three times in half a term, the headteacher will phone the parents to inform them. If their name appears more than six times in any given half-term, the headteacher will send a letter to the parents requesting them to attend a meeting to discuss their child's behaviour. (In the case of a very serious first incident, parents will be called and informed.)

Exclusion

A child may be excluded from school for the following reasons:

- Seriously hurting another pupil or member of staff intentionally
- Regularly and/or consistently refusing to do as requested by an adult in school
- Threatening the safety of themselves, others or damage to property

As stated in our policy, a small number of pupils may need additional support in the area of behaviour and may be following an individual behaviour plan drawn up by the class teacher and lead for pupil welfare and behaviour.

Think Sheet... Name _____ Date _____ Class _____

Reasons for my behaviour	Description of my behaviour	Consequences of my behaviour
1		How do I feel?
2		How has my behaviour affected others?
What STAR values did I not follow? Respect — Resilience — Creativity — Joy — 		Other consequences...
Plan for improvement...		Student: Teacher: Parent:

