



## **St Anne's C of E Primary School**

### **Positive Behaviour Policy**

#### **Aims and values of school**

Within the love of God, we are all learning together...

to be motivated to tackle challenges, achieve outstanding successes and celebrate them!

to be clear in our values so that we make thoughtful decisions with confidence and celebrate them!

#### **Introduction**

St Anne's C of E Primary School constantly strives to be a safe environment where all can teach and learn in a calm and supportive atmosphere which is significantly influenced by our Christian ethos. All those involved with our school are expected to show respect and consideration for others. The school property and the property of those within school must be looked after. Everyone in St Anne's C of E Primary School must take responsibility for making our school a happy place in which to work and learn.

#### **Principles of our Positive Behaviour Policy**

Good behaviour is essential for effective teaching and learning to take place. At St Anne's C of E Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. Lessons should be planned with pupil engagement at the forefront of teachers' minds; engaging lessons promote good behaviour. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. This we achieve through our general practice and use of the SEAL materials in PSHE, all of which is directed by the 'St Anne's Spirit'. However, a Positive Behaviour Policy cannot be solely based on praise and reward, consequences and sanctions are an important part of the policy and are used to help children understand the difference between right and wrong.

It is the responsibility of parents to support the school in helping their children to behave well.

#### **Aims**

- To set high expectations of behaviour from all children.
- To outline St Anne's approach to behaviour management.
- To develop a moral framework based upon our Christian distinctiveness
- To enable children to develop a sense of self worth and a respect for others
- To create an environment in which children feel safe, secure and respected
- To work consistently and fairly in the positive management of behaviour
- To encourage staff, children and parents to value good behaviour
- To encourage our children to co-operate with one another and with adults in the school
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

As adults we have a vital part to play as role models and recognise the importance of leading by example. This includes demonstrating positive behaviour towards each other as well as to the children. We

feel it is important to teach children how to behave appropriately and give feedback to pupils when they are behaving well. The need to show respect for each child as an individual is wholly recognised. It is our role to tackle inappropriate behaviour with a calm, consistent and fair approach, criticising the behaviour rather than the child.

### **How will we achieve our aims and objectives?**

Pupils, parents, teachers and support staff all take collective responsibility for the promotion of positive behaviour at St Anne's C of E Primary School.

All children, staff and visitors are encouraged to live by The St Anne's Spirit whilst in school.

The St Anne's Spirit was been developed by children from throughout the school, governors and all staff. It states:

#### **The St Anne's Spirit**

Thank you for showing **respect, honesty and kindness.**

Thank you for making **good choices.**

Thank you for being **calm and ready to learn.**

Thank you for **listening.**

Thank you for **looking after St Anne's and everyone and everything in it.**

The rewards and consequences linked to the St Anne's Spirit are expressed visually through the use of a sun, cloud, star system in each room. All children begin the day on the sun, recognition of the fact that all children are at a positive, bright place and setting the expectation of good behaviour. Behaviour which consistently exceeds the St Anne's Spirit is rewarded (the star and/or house points) and failure to meet its expectations results in consequences (the cloud) – see rewards and sanctions below.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the disaffection, which can lie at the root of some poor behaviour. It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping is used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.

### **Classroom Management**

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all.

### **Equality and fairness**

At St Anne's C of E Primary School all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, and policy decisions. Views of stakeholders are regularly sought through discussion and questionnaires.

### **Pastoral care**

We believe that our supportive, welcoming and Christian ethos, combined with the pastoral care provided by all staff and, in particular, our Pastoral Leader/Counsellor are essential if we are to understand, respect and care for every child as an individual. The knowledge and understanding that this provides us with

is invaluable. It enables us to be proactive in supporting children who may be experiencing situations which affect their behaviour.

Collective Worship in particular will support children in their pastoral development. Through the carefully selected themes for Collective Worship, prayer and Bible stories/readings children will be provided with support and guidance in a wide range of morals, values and attributes.

### Rewards

Children at St Anne's C of E Primary School know that if they keep The St Anne's Spirit they:

- Will be praised by the teacher, teaching assistants and their friends.
- May be asked to go to the Head teacher or another member of staff for praise.
- May receive House Points. Being placed on the star automatically earns a child 2 House Points. These are totaled weekly and termly and the results shared in whole-school collective worship.
- Winning house each half term receive a 'House treat'
- 'Star of the week' will be awarded by each class teacher each week at Celebration Assembly. Star of the week is awarded to pupils displaying St Anne's Spirit within the classroom.
- 'Playground tickets' can be awarded by all staff at break times. These reward positive behaviour at playtimes where children have displayed St Anne's Spirit by showing compassion and care for others and being friendly and helpful to others. 'Playground tickets' can be posted in the 'Playground box' and tickets are chosen randomly at each celebration assembly where children receive prizes.

### Sanctions

Children at St Anne's C of E Primary School know that if they break The St Anne's Spirit at any time of the school day (including lunchtimes, playtimes, on school visits and attendance at after-school activities) they will:

#### The St Anne's Spirit - Consequences:

1. Reminder about the St Anne's Spirit.
2. Verbal warning and move name towards the cloud.
3. If behaviour persists the child's name is moved further towards the cloud and a final warning is given.
4. Move onto CLOUD. Children miss time at break time and / or complete their learning in another area of the school. Teacher to will speak to parent.

Swearing, intentional physical violence and breaking 'Think then Click' (our Acceptable Use Policy for children) result in an immediate jump to level 4 and the child's name being placed on the CLOUD.

If a child's name is moved to the cloud (level 4) a second time in a half term, a member of the Senior Leadership team will speak to the child and inform the child's parents.

If a child reaches level 4 three times over a period of half a term, the Head Teacher will arrange a meeting with parents/carers.

Persistent poor behaviour resulting in a second meeting with the head teacher in a term, may lead to further action such as a Behaviour Support Plan being put in place.

Midday supervisors are responsible for the behaviour at lunchtime and for ensuring the behaviour policy is observed. The following adaptations are made when outside of the classroom environment during break times, class trips etc.

1. Reminder of St Annes Spirit
2. Verbal warning
3. If behaviour persists child is given a final warning and asked to sit in a specific area or stand with a staff member for a 'time out'.

4. Child is sent in from playground and sent to class teacher. Yellow card completed outlining why, and given to class teacher.

### **Role of parents**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can depend on full support of parents in dealing with their child's behaviour. Partnership between home and school has a key role to play in supporting children make the correct choices about their behaviour and helping children deal with things when they go wrong. We expect parents to keep the staff informed of behaviour difficulties they may be experiencing at home and any trauma, which may affect their child's performance or behaviour at school.

To support parents the school will endeavor to achieve good home/school liaison by:

- Promoting a welcoming environment within the school;
- Giving parents regular constructive and positive comments on their child's work and behaviour;
- Communicating regular information about achievements and issues of concern;
- Involving parents at an early stage in any behaviour issues that their child is responsible for or that their child has been affected by.
- Operating an 'open door' policy which means that parents are encouraged to speak with their child's class teacher if they have any questions or concerns. However, it is advisable that appointments are booked via the school office.

### **What will happen if in particular cases the procedures don't work?**

If the procedures appear to be failing to help a child control his or her behaviour, a meeting will be arranged with the child's class teacher, Pastoral Leader and Head Teacher and parents/carers. Subsequently, it may also be necessary to involve others such as the SEND Co-ordinator, Education Welfare Officer or Educational Psychologist. The aim of such meetings will be to devise a plan of action between all parties to help the child improve his/her behaviour. Strategies such as home/school communication books, enhanced Behaviour Support Plan may be put in place. Clear targets will be set and a review date agreed. Please also refer to our Anti-Bullying Policy.

### **Exclusion**

In rare cases it may be necessary to exclude a child. This is only ever considered after all other avenues have been explored. At all times, the Local Authority's procedures are followed.

### **Monitoring and Evaluation**

This policy will be monitored by the Senior Leadership Team of the school. A report on behaviour will be presented to governors each half term.

**Policy first approved by the Governing Body May 2011.**

**Reviewed May 2012**

**Reviewed March 2015**

**Reviewed October 2016**

**Reviewed September 2017**