

## Positive Behaviour Policy

This policy will be reviewed on an annual basis.

This policy was reviewed and updated in **March 2022**

Next review date: **September 2022**

***Discipline within our school stems from our Catholic values and principles of love, care and respect for each other.***

Our mission statement underpins our School Behaviour Policy as it aims to prepare our children for the challenge of leading a Christian life, so that they will become good and honest citizens in today's world. As a school community we endeavour for our children to grow and learn together in the footsteps of Jesus.

### Intent

At St. Anne's, we want a positive working environment, one in which students feel valued and safe. We encourage students to take responsibility and develop leadership skills. We believe that motivated students will behave well and do all we can to encourage them in this way. We do, of course, have and use sanctions, but our experience shows that rewards and incentives are far more powerful in establishing a strong and supportive ethos.

### Purpose

Our behaviour policy reflects a positive ethos that is guided by our Mission Statement; *to lead our children to be like Jesus... wise, caring, honest and fair, today and every day.*

- To develop self-confidence and self-esteem, showing pride in our achievements and in our school
- To show sensitivity and consideration for others
- To develop respect for other ways of life and different opinions through developing an understanding and appreciation of difference
- To develop responsibility for our learning and our environment
- To support children to develop their skills in self-regulation

## **The positive behaviour policy operates in conjunction with the following policies:**

- Anti-Bullying
- Child Protection
- Safeguarding
- Health and Safety
- Exclusions
- Teaching and Learning
- SEN and Inclusion
- e-Safety

## **Values**

- We value and appreciate one another irrespective of any difference
- We acknowledge that everyone has a valued role within our school community
- We enable children to develop a sense of self worth
- We produce an environment in which all children feel safe, secure, and respected
- We ensure staff are clear about the behaviour expected to enable them to support effectively the learning process and school aims and ethos.
- We foster Catholic values.

## **Positive Behaviour**

We define positive behaviour as demonstrating the following qualities:

- Respect of and adherence to rules, values, expectations and boundaries set down by the school
- Care, fairness and kindness in the treatment of others
- Politeness, courtesy and friendly good manners in interactions with others
- Helpfulness to peers and staff alike
- Honesty
- Positive engagement and determination in learning activities
- Celebration of others' achievements
- Zero tolerance of bullying and all forms of discrimination

## **To promote positive behaviour, the school will ensure that pupils:**

- Clearly know what is expected of them through positive reinforcement
- Are praised, supported and encouraged constantly and effectively to embed the best behaviour and give them choice in avoiding negative, disruptive or inappropriate behaviour
- Have very clear understanding about the consequences of poor behaviour on their learning and progress
- Are encouraged to take responsibility for their own behaviour and to set a high standard of behaviour to their peers, through the application of Christian Values and developing a positive growth mind set.

## **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this.

Teachers will be responsible for reporting any early warning signs for behaviour and safety to the Behaviour Lead and SENCO so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers.

## **School Rules**

Our 3 school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

These rules are to:

## **Be Ready, Be Respectful, Be Safe**

# ST ANNE'S CATHOLIC VOLUNTARY ACADEMY

## Incentives and rewards

There are many ways to earn Dojo points. One of the unique advantages of this kind of reward system is that parents can monitor their child's behaviour at school.

We have many strategies in place to celebrate good behaviour such as:

Ongoing individual	<ul style="list-style-type: none"> <li>The children, in our school, work hard and behave well and we want to reward them for their efforts. Rewarding children regularly, boosts their self-esteem and confidence and this in turn will help them learn.</li> <li>We run class appropriate and positive rewards systems throughout the school; the systems can be individual, or class based.</li> <li>As a whole school initiative, we reward children with Dojo points using an interactive reward system, "Class Dojo" online. The children gain points weekly and then each class teacher will award the child with the highest amount of Dojo points a certificate in assembly and a special cushion to sit on for the week.</li> </ul>
House awards	<ul style="list-style-type: none"> <li>Children will also be awarded Dojo points for their house group (<b>Matthew</b>, <b>Mark</b>, <b>Luke</b> and <b>John</b>) from midday staff and support staff – the Dojos will be counted at the end of each term and the winning house will receive a special reward.</li> </ul>
Weekly awards	<ul style="list-style-type: none"> <li>Effort certificates</li> <li>Golden Time</li> <li>The best seats in the house – Spelling Shed, Golden Token for the book vending machine</li> <li>TT Rockstars champion, Mission Statement Makers, Sports Stars, Friendship award</li> <li>Always Club</li> <li>Secret student</li> <li>Kindness Spotlight</li> <li>'Classopoly' for the class with highest attendance</li> </ul>
Whole class awards	<ul style="list-style-type: none"> <li>Teachers have individualised strategies to reward their own class.</li> <li>The class with most combined Dojo points receives a reward weekly.</li> </ul>
Half-termly awards	Best seats in the house and certificates for children who have demonstrated our six character education skills: resilience, empathy, team worker, problem solver, self-awareness and showing commitment.

## Our expectations

Clear expectations are shared with pupils on a daily basis, which are vital in making sure that pupils know the best behaviours for learning, so they are 'ready to learn' in school. The list below sets out the expectations of behaviour across the school key stages, (this list is not intended to be exhaustive):

- It is important that pupils wear their school uniform correctly in line with details in the school prospectus. Pupils should be taught to take pride in their appearance.
- Arrive on time, fully equipped and ready to start learning
- Listen carefully (without talking) when a member of staff or another pupil is talking to the class
- Sit still when learning activities require it, being considerate of others around you, including a heightened awareness of the needs of younger children, visitors to the site and those with additional needs
- Do as you are told by a member of staff without discussion
- Move around the school and outdoor spaces with care and attention
- Be polite and respect the feelings of others when playing or learning together
- Show manners and courtesy to peers and adults- greeting others, holding open doors etc.
- Look after the classroom, resources and displays and tidy up when asked
- Eat and drink in the appropriate areas provided. No chewing gum
- Place litter in the bins provided and keep outdoor areas tidy

In stressing the positive as a means of encouraging appropriate behaviour with our children it has to be acknowledged that occasionally it will be necessary to use a series of sanctions for behaviour that is inappropriate

If children don't behave in the expected way, then the following sanctions will be put in to place.

<b><u>Behaviour</u></b>	
<p><b>NOT READY</b> Warning / correction of behaviour</p> <p><b>NOT READY</b> Loss of a Dojo</p>	
<p><b>NOT RESPECTFUL</b> 2 x Dojos lost Loss of break time</p>	Incidents recorded on CPOMS
<p><b>NOT SAFE</b> Sent straight to Headteacher 3 x Dojos lost Loss of Golden Time Parents informed</p>	

# ST ANNE'S CATHOLIC VOLUNTARY ACADEMY

Behaviour	Sanctions	Comments	
<b>Start of a new day, great day for learning, all children have a positive start to the day</b>			
Not Ready	<p><i>Non-verbal warning</i></p> <p>Wandering about, Calling out, Interrupting teacher when talking to whole class, Interrupting, Ignoring minor instructions, Talking with other pupils, Silly noises, Pushing in line, Dropping litter.</p>	<p>Eye contact Frowns Proximity Reminders Praise children nearby for following rules</p>	<p>Warnings will be given verbally or names written on the classroom white board.</p>
	<p><i>Verbal warning</i></p> <p>Repeated offences of the above, following an initial warning.</p>	<p>Loss of a Dojo</p>	<p><b>Name</b> you're <b>(describe action)</b> Please can you <b>(desired behaviour)</b>.</p> <p>Praise a child with desired behaviour.</p>
Not Respectful	<p>Damage, to person or property, through carelessness or deliberate. Continually, not responding to teacher's requests to work. Deliberately throwing objects with the intention of breaking them. Continual talking. Continually, being disruptive, deliberately creating a disturbance. Refusal to follow instructions. Rude to an adult. Cheek, off-hand comments Swearing Harming someone through physical aggression. Harmful / offensive name calling. Spitting.</p>	<p>2 x Dojos lost Loss of break time</p>	<p>A record of the child's behaviour will be recorded on CPOMS</p> <p>Loss of break time - children to write out spellings/times tables</p> <p><b>Name</b> you have lost your break time because <b>(describe action)</b> You need to <b>(desired behaviour)</b>.</p>
Not Safe	<p>Challenge to authority. Leaving class without permission. Bullying. Running out of school. Vandalism Stealing</p>	<p>Sent straight to Head Teacher 3 x Dojos lost Loss of Golden Time Telephone call with parents.</p>	<p>A record of the child's behaviour will be recorded on CPOMS</p> <p>Loss of Golden Time – children to read.</p> <p>Dependent on the severity, the head will decide a further possible sanction.</p>
	<p>Extreme danger or violence. Physical abuse to any staff. Serious physical abuse of another child.</p>	<p>Probably means immediate fixed term exclusion, with the possibility of permanent exclusion.</p>	<p>See Exclusions policy.</p>

**The following are guidelines only, are not exhaustive, and their interpretation will be at the discretion of the Head Teacher and staff.**

## **CPOMS**

Details of behaviour incidents where a child has been disrespectful or unsafe should be recorded on CPOMS. These are reviewed regularly and steps put in place to support improved behaviours.

## **Monitoring**

SLT review all incidents half termly, to ensure that there are no developing patterns. In addition to this, staff are invited to talk about any children they are concerned about at the start of weekly staff meetings.

## **Bullying/Harassment**

All incidents of bullying and harassment should be taken very seriously. An Integris incident will be recorded and parents will be spoken to if relevant. Detailed confidential records are kept by the Head Teacher of all racial incidents.

## **Peer on peer abuse**

St. Anne's CVA recognises that children are capable of abusing their peers. Protecting children from each other is a vital part of our safeguarding duty and any abuse between children will not be tolerated and will be dealt with as outlined below. All staff are aware of the policies and procedures for dealing with peer on peer abuse and the school have a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Although most cases of peer-on-peer abuse occur as boys on girls, it is important to recognise that both genders can be the perpetrator and we must be vigilant with regard to this. However, we also see it as important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others. In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures.

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. More details of this can be found in the Safeguarding Policy.

## **Dealing with Peer-on-Peer/Child on Child Abuse - A Pro-active Approach**

Whilst it is very important to have a robust policy in place for dealing with peer-on-peer abuse, it is even more important to try and prevent it from happening.



At St. Anne's, we take the following steps to reduce the likelihood of this abuse occurring:

- teach children about how to keep themselves safe and about what to do if they have a concern through our PSHE and online safety curriculum;
- identify children potentially at risk of becoming abusers, perhaps because of their own background/previous experiences and work with them to ensure appropriate boundaries are in place and understood;
- promote equality, diversity and inclusion through teaching, assemblies and class discussion, fostering an atmosphere of mutual respect between all members of the school community.

## **Where an Allegation of Abuse is made:**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; wherever possible minimise the use of the word 'perpetrator', this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

## **Cases of peer-on-peer abuse will be dealt with as follows:**

- reassure the child that they're being taken seriously and will be supported and kept safe but do not promise confidentiality – be clear about who you will need to tell and why;
- listen carefully, remain non-judgemental, and avoid leading questions, if possible have two members of staff present;
- record the disclosure as soon as possible but try to avoid taking notes while the child is talking, so you can give them your full attention;
- record the facts as the child presents them – do not add your own opinion and
- do not view any photos or videos of a sexual nature.

If we think a child is in immediate danger or at risk of harm, we will take action without delay. If the report is of sexual violence, the DSL (or a member of the Safeguarding Team) will make an immediate risk and needs assessment, considering:

- the victim, especially their protection and support;
- the alleged perpetrator;
- all other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them.

Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. Risk assessments will be recorded and kept under review.

The DSL (or a member of the Safeguarding Team) will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessment by social workers or sexual violence specialists will be required. The DSL (or member of the Safeguarding Team) will use these assessments to inform their approach and update the risk assessment.

How the report is managed, including when to inform the alleged perpetrator, will depend on a number of important considerations. Where a report is going to be made to children's social care and/or the police, as a general rule the school should speak to the relevant agency to discuss next steps and how the alleged perpetrator will be informed.

There are 4 likely scenarios:

1. The issue will be managed internally, where this is considered appropriate in the circumstances, and early help or statutory interventions are not required.
2. A referral will be made to Early Help.
3. A referral will be made to children's social care (where a child has been harmed, is at risk of harm, or is in immediate danger).
4. The incident will be reported to the police (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made.

Where scenarios involve working with children's social care, we will not wait for the outcome of an investigation before protecting the victim and other children and we will work closely with children's social care to ensure the school's actions do not jeopardise a statutory

investigation. There should be immediate consideration for safeguarding the victim, alleged perpetrator and all other children.

## **Monitoring of Compliance with and Effectiveness of this Policy**

“The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it” (OFSTED)

Senior Leaders in our school, will carry out behaviour monitoring throughout the week to support teaching staff, particularly where there has been an identified behavioural cause for concern. The focus of monitoring will vary according to circumstances, thus giving a snapshot at particular points in the term and in the school week. Monitoring also guarantees a high profile of school leader's presence around school and support for behaviours leading to excellent pupil progress.

## **Behaviour Outside of the School Site**

According to the Department of Education regulations on managing pupils' behaviour outside of the school site and outside of school hours, pupils are subject to the school behaviour policy outside of the school site school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school whilst representing the school will have the same consequences as if it had taken place within the school or during school hours.

## **Right of appeal**

In all aspects of this policy, parents will reserve their right to appeal any decisions made by school leaders. In the first instance, parents should contact the member of staff who has issued the sanction. If they still have concerns, they should then contact the Head Teacher and finally the Chair of Governors. If concerns still exist at this point, parents should then follow the school's Complaints Policy.

## **Review**

This policy should be reviewed every year.

This policy has been written to comply with section 89 of the Education and Inspections Act 2006.

Signed: *JME Wiggins*

Head Teacher

## Appendix 1

### Advice for when dealing with an incident

1. Try to stay calm so that the children can see you are in control.
2. If an incident is spotted, walk over slowly and deliberately to the scene providing yourself time to think about how you will deal with the incident. It also lets the pupils know that something is about to happen.
3. Do not be seen to jump to conclusions and retain sufficient control to avoid everyone talking at once.
4. Listen well - this shows that you are a 'fair person' and one deserving respect.
5. Do not be side-tracked - ask a question several times if necessary in order to get the appropriate response from a child.
6. Use eye to eye contact and a place where you are unlikely to be disturbed.
7. Avoid sarcasm and direct personal criticism. Label the behaviour and not the child. Some children may actually try to live up to labels applied to them.
8. Do not make threats that cannot or will not be carried out.
9. Consider using a time out tactic - giving the child time to calm down will also provide an opportunity to deal with others involved, maybe treat an injury, without giving the impression that someone 'has got away with it'. It also shows that the adult can cope with the situation
10. Look for a solution that shows you are fair minded and reasonable - a warning may be sufficient without resorting to involvement of class teachers. In the majority of incidents, it should be class teachers who bring in the Senior Leadership Team.
11. Summarise what you have heard and use open questions.  
E.g. who was there?

What happened next?

Avoid 'Why' questions.

12. Empathise with feelings and allow free expression of emotion.
13. Inform the victim of what you intend to do but do not make promises you cannot keep.
14. Incidents should always be reported. All actions and discussions will take place as soon as possible after the incident ie. on the first suitable time after the event, on the same day.
15. First point of contact should be the class teacher. If the class teacher is not available or the incident is very serious, this should be reported to the Assistant Head Teacher or Head Teacher.

## Appendix 2

### **In the event of misbehaviour, this code will be followed:**

1. The teacher in the first instant will deal directly with the child and use sanctions described in the Behaviour Policy.
2. Procedure for playtime issues – discussion with pupil, managed by staff on duty who will use sanctions described in the Behaviour Policy.
3. Procedures for lunchtime issues - discussion with pupil, managed by midday supervisors, who will use sanctions described in the Behaviour Policy.
4. If such treatment is still insufficient, the difficulty will be reported to the Senior Leadership team and the Head Teacher.
5. The child will be supported by an individual Behaviour Plan. The introduction of a home/school diary may be used to report and receive comments from parents.
6. If this action is not sufficient and there is persistent misbehaviour the parents will be asked to meet the Head Teacher or Assistant Head Teacher to discuss action taken in school to try and seek a joint strategy.
7. In the event of serious offences, the Head Teacher has the power to contact parents informing them that a serious incident has occurred and also to exclude the child. This is the ultimate sanction and has serious implications.
8. The school has the right to seek reparation from parents where their child causes breakages and damage to school property.

## Appendix 3

### Whole School Code of Conduct to deal with Racial Harassment

Racist behaviour can be defined as any hostile or offensive act, or expression, by a person of one racial group to a person of another racial group, or any incitement to commit such an act where there is an indication that the motivation is racial dislike or hatred.

In accordance with the definition, incidents of racist behaviour may take a wide variety of forms. They may be physical or verbal, they may involve a small or large number of persons, and their victim may be from either the majority or minority communities.

To ensure the continuing effectiveness of our school's behavioural policy it is essential that a firm and consistent code of response should counter any evidence of racism and prejudice. These responses will include dealing with the alleged perpetrators of the racist behaviour.

1. Aid and support must be given to the victim or victims.
2. Such evidence of racism and prejudice must be brought to the attention of all teachers at staff meetings and other non-teaching staff as it arises.
3. Racist graffiti or slogans, whether on books or walls should be removed immediately on discovery and any damaged repaired.
4. Racist literature, badges or insignia should be confiscated on discovery and the reasons for not allowing them on school premises should be explained and publicly emphasised.
5. Where the activities of extremist political organisations are suspected of directly inciting racial hatred within the school, the police and the Prevent Leader at Derbyshire County Council should both be immediately informed.
6. Pupils responsible for racist behaviour should be reported to the Assistant Head Teacher or Head Teacher.

7. The child's parents will be invited into school to discuss more extreme sanctions such as counselling (school based, or from the CMAT) and a special behaviour programme will be put into place. If parents do not support the school, the Governors will meet to discuss further measures.
  
8. The victims who have suffered as a result of a racist incident should be informed of the action taken. They should also have the attitude of the school towards such behaviour properly explained to them - namely that the personal happiness and freedom from anxiety are the right of every pupil at St. Anne's Catholic Voluntary Academy.