

# Behaviour Policy

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

## Summary

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.

## Introduction

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.*

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

## **Aim**

- 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.
- Foster Catholic values.

## **Objectives**

- 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

## **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**

### **Incentives and rewards**

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. We run class appropriate and positive rewards systems throughout the school; the systems can be individual, or class based. 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.

Children will also be awarded Dojo points for their house group (**Matthew**, **Mark**, **Luke** and **John** – the Dojo's will be counted at the end of each term and the winning house will receive a special reward.

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 more strategies in place to celebrate good behaviour such as:

- through verbal feedback and stickers
- certificates in celebration assemblies
- Golden Time
- The best seats in the house – Spelling Shed, Golden Token for the book vending machine
- TT Rockstars champion, Mission Statement Makers, Sports Stars
- Always Club
- Secret student

# ST ANNE'S CATHOLIC VOLUNTARY ACADEMY

## Our expectations

Below are our expectations which are in line with the 3 Golden Rules. If children don't behave in the expected way, then the following sanctions will be put in to place.

<b><u>Behaviour</u></b>	<b><u>Sanction</u></b>
<b>NOT READY</b>	<b>NOT READY</b> <b>Warning</b> Loss of 1 Dojo
<b>NOT RESPECTFUL</b>	<b>NOT RESPECTFUL</b> 2 x Dojos lost Loss of break time A record of the behaviour will be made on CPOMS.
<b>NOT SAFE</b>	<b>NOT SAFE</b> Meeting with Head Teacher 3 x Dojos lost Loss of Golden Time  (see also details below)

<p><b>NOT READY</b></p> <p>Child day dreaming, looking around, talking, distracting others, slow to complete work, arguing with peers, calling out</p>	<p><b>NOT READY</b></p> <p><b>Non-Verbal</b> A look, standing near the child, reminder of class rules, praise children Nearby</p> <p><b>Verbal Request</b> 'Name' your (<b>describe action</b>) please can you (<b>desired behaviour</b>). Praise a child with desired behaviour.</p>
<p>If the above behaviour continues</p>	<p><b>Loss of a Dojo point.</b></p>
<p><b>NOT RESPECTFUL</b></p> <p>Rudeness to adults, throwing small equipment, continual talking, refusal to follow instructions, disruption to learning</p>	<p><b>NOT RESPECTFUL</b></p> <p><b>Sent to Behaviour Lead (20mins) and loss of 2 Dojo points</b> <b>A record of the behaviour will be made on CPOMS.</b></p> <p><b>Loss of break time – children to write out table facts/spellings during this time</b></p> <p>'Name' you need to go to time out for <b>action</b>. Then you need to (<b>Desired behaviour</b>). If you continue to do <b>action</b>, then you will.....</p>

## NOT SAFE

Deliberate violence towards a child or adult in school, overturning furniture, leaving the school grounds, climbing on school property

## NOT SAFE

**Sent straight to the Headteacher. Parents are informed. A record of the behaviour will be made on CPOMS.**

**Loss of 3 Dojo points**

**Loss of Golden Time**

**Dependent on the severity, the head will decide a further possible sanction:** Fixed term exclusion  
Permanent exclusion

## DfE guidance

DfE guidance relating to searching, screen and confiscating can be found here [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## 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. A CPOMS 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.

# ST ANNE'S CATHOLIC VOLUNTARY ACADEMY

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

Signed: *JME Wiggins*

Head Teacher

Signed:

Chair of Local Governing Body:

This policy will be reviewed on an annual basis.

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

Next review date: **September 2023**