



## St Anne's Catholic Primary School

'Christ's light shines through our learning'

### POSITIVE BEHAVIOUR POLICY

#### **Mission Statement**

The school's mission statement is 'Christ's light shines through our learning' which shows that as a Catholic school we are here to provide an education with Christ at its centre. The school exists for its pupils - to help their spiritual, mental, emotional, physical and social development.

The positive discipline policy is based on the Catholic ethos of the school in which all members of the community are respected and valued. It is included in the overall aims of the school which is to provide an education with Christ at its centre. The school aims to help pupils make informed responses to the religious and moral aspects of life. It hopes to nurture a respect, tolerance and understanding towards all races and creeds that may hold different beliefs and traditions to ourselves.

#### **General Aims for the Whole School**

- Our school will be a caring society where each person is regarded as a contributor to the good of the whole.
- Ours will be a secure, thriving, growing community where learning both academically and socially will continue regardless of age, ability, race, gender or physical disability.
- There will be an agreed level of minimum accepted standards, which, while adding to the group ethos, will not detract from individuality.
- Our school will be a secure and happy place where children can learn and play in safety, trust and confidence.
- PRAISE will be the hall mark of our discipline and each person will be proud to call it 'OUR SCHOOL.'
- We will consider the child in all aspects of his/her development i.e. physical, intellectual, aesthetic, behavioural, moral, spiritual, emotional and social growth and we will foster all these in order for a child to learn.
- We will provide all our children with love, concern, praise, recognition, new experiences and the chance to be creative.
- We will enable our children to recognise their own self worth and to develop a good self-image and self-respect so that they may learn to live and work together amicably and successfully within a secure framework of good

discipline and good manners. Attitudes, interests and values learned in school are crucial to the development of the whole child.

- We will encourage high standards by offering a broad, balanced and differentiated curriculum to all pupils in a stimulating and purposeful environment, which enables all pupils to develop as fully as possible their abilities, interests and aptitudes.
- We will provide an environment which enhances self-esteem, confidence and respect and encourages pupils to be self-motivated with the ability to work independently and co-operatively. We encourage self-discipline whereby pupils take responsibility for themselves and their actions and that they become sensitive, tolerant and caring individuals with a clear understanding of right and wrong.
- We will develop an awareness and concern for the environment by encouraging pupils to take an active interest in its care and conservation and to realise the interdependence of individuals, groups and the wider world.
- We will establish positive relationships between the school, parents and the wider community.

**Rationale:**

- Our pupils make better progress when they behave well;
- Our pupils make better progress when other pupils behave well;
- Our staff can teach more effectively when our pupils behave well;
- Everyone feels safe and secure when pupils behave well.

Our key aim for Primary Education at St Anne's Catholic primary School is to:

**"Be Happy. Have Fun. Work Hard"**

This aim can only be achieved by supporting our school rules:

- Kind hands;
- Kind feet;
- Kind words;
- Kind hearts;

The school rules are used as the basis for the school's positive behaviour policy. It is discussed with the children in whole school assemblies at the beginning of each academic year and reinforced throughout the year during assemblies and day to day school life. The school rules are displayed around the school and are reinforced in a hall display.

**'Praise is the hallmark of our behaviour policy, where the school rules are intended to promote an environment which is safe and secure. Balanced with a clearly defined system of rewards are equally clearly defined systems of sanctions which are used to encourage an agreed level of minimum accepted standards.**

## **Strategies for the development of self-discipline**

- Actively promote trust and self-motivation: children are to be responsible for their own actions.
- Encourage good behaviour by positive comments and praise, thus raising the children's own expectations.
- Set realistic goals and ensure that success is achievable for all.
- Avoid confrontation. Use diversion tactics in extreme situations e.g. separation and/or change of activity for a short time and then return to the group.
- Ensure that the children know what tasks to go on to next and provide sufficient purposeful tasks for the more able.
- Have high but realistic expectations of the children in relationships, curriculum, activities, behaviour and classroom organisation and ensure the children know what they are.
- Foster a sense of trust and belonging and contributing to a family group.
- Help children make informed choices.
- Give the children a sense of pride and self worth.

## **Increasing children's responsibilities**

- Pupils should try to set themselves individual targets and agree class targets to improve their understanding of their own role in the learning process and how this contributes to raising standards.
- These class and individual targets set with the pupils may relate to learning, behaviour, attendance, classroom management, and induction. All supporting adults are involved in the process.
- Class members can describe how pupils are provided with the opportunity to achieve their full potential.
- Class members can describe their individual responsibilities and the contribution they are required to make to ensure the success of the class
- Class members understand the range of resources that are available to support their learning and how the resources can be used.
- Pupils can describe where the responsibilities lie for their development.
- Class members can identify actions that have taken place to address any needs.
- All new members, both pupils and adults, receive an effective induction into the class.
- Pupil development is provided in a way that supports the unique needs of each individual.
- Adult members are effective in supporting the development of everybody to achieve their targets.

- Pupils can describe how their development has improved their performance and the class performance.
- Supporting adults know the impact of effective development of members on individual and class performance.
- The class gets better at supporting its members.

### **School Council**

Two pupils from each class form the School Council. The school council meets with a member of staff to discuss concerns and issues in school. Elections take place annually. Pupil councils help children develop an understanding of their abilities to create positive change by:

- Involving pupils in decision making.
- Respecting pupils as partners in their own education, making a positive contribution to the school environment and ethos.
- Children listen to each other and recognise themselves as worthwhile individuals with a right to be heard.
- Children learn self-confidence, social skills and morally responsible behaviour towards each other and towards their teachers and support staff.
- Pupil councils enhance the influence of positive peer leadership.
- Involving the whole school community in developing and maintaining shared standards of behaviour.
- Every child learns from personal experience how to contribute to society as a whole and what it means to be an active citizen.

### **Circle Time 'Talk About' sessions**

Participation in Circle Time enables children to have a sense of belonging to a group. It motivates those involved into a willingness to share thoughts, feelings and ideas. Circle Time initiates collective responsibility for the promotion of self-esteem and positive behaviour.

### **Classroom Behaviour**

Class teachers may also wish to supplement the whole school reward system in individual ways which may relate to the needs of the class or simply represent further recognition of good behaviour. Each teacher will establish their individual relationship with their class and establish class routines as part of the class mission statement.

### **Rewards Systems**

We promote a sense of group responsibility and achievement through class rewards or treats. Children have the opportunity to have Brag Tags, Stars of the Week and Head Teacher Certificates and Hot chocolate with the head teacher. We also use class Seesaw to share good news.

### **Dinner Times / Break Times**

The school's philosophy and ethos is shared with all those connected with the school promoting the adoption of a consistent approach throughout. Rewards and sanctions will follow a similar system as in class.

### **Sanctions Hierarchy - Traffic Light system**

Although praise may be the hallmark of our approach to behaviour management, there is a need to have a clearly defined set of sanctions that are known and understood by all the children. Warnings should always be delivered calmly and consistently and the rest of the class may or may not be aware that a warning has been given.

EACH CLASS HAS A TRAFFIC LIGHTS TYPE DISPLAY - RED, AMBER, GREEN, traffic lights or faces. All children start each day on Green.

**Sanctions will be calmly delivered and the rule that has been broken clearly communicated.**

1. Child receives a **verbal warning**.
2. If the child's behaviour is still a cause for concern he/she is moved onto amber.
3. Child is then moved onto red if the behaviour persists and Mrs Stephens (Deputy Head teacher) will speak to the child (at an appropriate time) and choose a sanction. This may result in the loss of playtime, golden time or a letter of apology.
5. Child is sent to Mrs Priest-Jones (Head teacher) in more serious cases. If a child refuses to leave the situation, the Head teacher will be sent for.
6. Parent Contact sheets (see attached) are sent home to inform parents of their child's behaviour. These sheets are monitored by the class teachers and the Head teacher.
7. A meeting with parents will be arranged, if behaviour doesn't improve.
8. Failure for the behaviour to improve may lead to a fixed term exclusion.

### **Serious Offences by-pass the above**

Serious offences will be dealt with through:

- Involving parents in sanctions.
- An agreed contract between pupil, parent, Class teacher, ALNCO, Head teacher and Governing Body called a Pastoral Support Programme if appropriate. This may reduce a child's time in school whilst external agencies become involved in supporting the school with the child's behaviour.

- Fixed term exclusions if the behaviour is persistent and/or a risk to themselves or others.

### **Support for Pupils who are at risk of exclusion**

St. Anne's School will support children using a Pastoral Support Programme. This is a school based intervention programme to help individual pupils to manage their behaviour better, in particular for those whose behaviour is deteriorating rapidly.

The programme will:

- Identify precise and realistic behaviour outcomes for the child to work towards.
- Be short and practical and administration kept to a minimum.
- Set clear targets for pupils, broken down into daily / weekly tasks (depending on the age of the child) which are both reasonable and achievable.
- Identify the rewards that can be achieved for meeting the targets and the sanctions that will apply if certain behaviours occur.
- Have a specific time limit, e.g. 6 weeks.
- Be reviewed at least half way through the agreed duration.
- Act as a detailed record available to Governing Bodies and the LA about the nature, outcome and intervention of pupils
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### **Managing Exclusions**

Exclusions will be dealt with using the Welsh Government guidance. Exclusion means that the Head teacher will not allow the child to attend school. Only for the most serious of offences will an exclusion be given without first attempting an intervention programme. At St. Anne's, any form of exclusion is deemed as the last resort after all other types of intervention and support have been exhausted.

There are two types of exclusion: fixed term and permanent.

### **Fixed term exclusions**

This type of exclusion will be fixed for a number of days. Parents are informed of the length of time and the reason for it. Head teachers may exclude a pupil for up to 45 days during a school year through fixed term exclusions.

- Head teacher contacts parents.
- Parents receive a letter to notify them of the exclusion, which includes the reason and the length of time he/she is excluded for.
- Head teacher sends 'Notification of Exclusion' to the Local Authority.

- Where a pupil is excluded for more than two days the Head teacher should arrange for the pupil to receive schoolwork to be completed at home and marked on his/her return.
- Parents are requested to attend a 'return to school interview' with the child. The Head and a governor will be present.

### **Permanent exclusions**

- This is the most serious type of exclusion and means that the Head teacher considers that the child should not be allowed back into school.
- The Head teacher must: Notify the parents of the permanent exclusion and notify the Local authority and chair of governors.
- Parents are notified in a writing with the opportunity to appeal the decision with the schools 'Disciplinary committee' which will consist of a quorum of governors.

Exclusion will not be used for failure to do homework, poor academic performance, lateness or truancy, breaching school uniform policy or punishing pupils for the behaviour of their parents.

Exclusions will be based on a child's behaviour and not because of their race, gender, culture or religion.

This policy was reviewed in October 2021

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Head teacher