

St Anne's C E Primary School and Nursery



You are the Light of the World

Behaviour Policy

Adopted by Governors: October 2022

Reviewed: October 2024

Reviewed: October 2025

Next Review: October 2026

1. Behaviour Policy Principles

St Anne's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

2. Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments

3. Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

4. All staff must:

- Take time to welcome students at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each session
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

5. The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/Dojos
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

6. Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

7. Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

- Have a sense of humour

8. Behaviour for Learning

St Anne’s principles: ‘Be Ready, Be Respectful and Be Safe’

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

The school has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our school behaviour poster is displayed in all classes. All staff use this to ensure consistency across school. (Appendix F)

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be Safe	1. Daily meet and greet 2. Lovely Lines 3. Wonderful Walking 4. One voice	1. Recognition boards 2. Dojos 3. Certificates 4. Home contact 5. Postcards 6. HT/SLT praise 7. Class reward

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking Around School	Consistent Language
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Stepped Boundaries

Gentle Approach, use child’s name, child level, eye contact, deliver message
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1. REMINDER:

I noticed you chose to(noticed behaviour)

This is a REMINDER that we need to Be (Ready, Respectful, Safe)

You now have the chance to make a better choice Thank you for listening

Example – “I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.”

2. WARNING:

I noticed you chose to(noticed behaviour) This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to quiet area / thinking mat(learner’s name)

Do you remember when(Model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully. I know that you make good choices Thank you for listening / I’m glad we had this conversation

Example – “I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.”

3. CALMING TIME:

I noticed you chose to(noticed behaviour)

You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT classroom 4. Go the HT’s/ DHT’s office. 5. Miss break/lunch time to reflect further on behaviour choices

Playground: You need to: 1. Stand by another staff member 2. Sit on the picnic bench 3. Go the HT’s/DHT’S office I will come and speak to you in two minutes

Example – “I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.”

DO NOT describe child’s behaviour to another adult in front of the child

4. FOLLOW UP, REPAIR AND RESTORE

1. What happened? (neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

*** Remember it’s not the severity of the sanction, it’s the certainty that this will take place that is important**

9. Sanctions:

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

10. Reflection of behaviour choices

Where it has been necessary for a child to miss their whole break/lunch time due to disruptive or defiant behaviour, time should be given for children to have the opportunity to independently reflect upon their poor behaviour choices. This can be completed during their break/lunch time and then discussed with a member of SLT. Appendix G

11. Positive Monitoring Report Card

Where low level disruption and/or defiance is persistent, and the behaviour ladder is not having the intended impact on the individual child, a Positive Monitoring Report Card should be introduced in agreement with SLT and parent/carers. These report cards should be set in line with the child's thought and ideas and targets should be SMART. Children with a Positive Monitoring Report Card should report to a member SLT twice daily, lunch time (to review the morning) and end of the day (to review lunch and afternoon). A positive reward will be used to encourage positive behaviour choices. The Positive Monitoring Report Card should be a short-term intervention to address negative behaviour habits and reviewed regularly inline with parents/child/SLT views. Appendix H is an example of the Positive Monitoring Report Card.

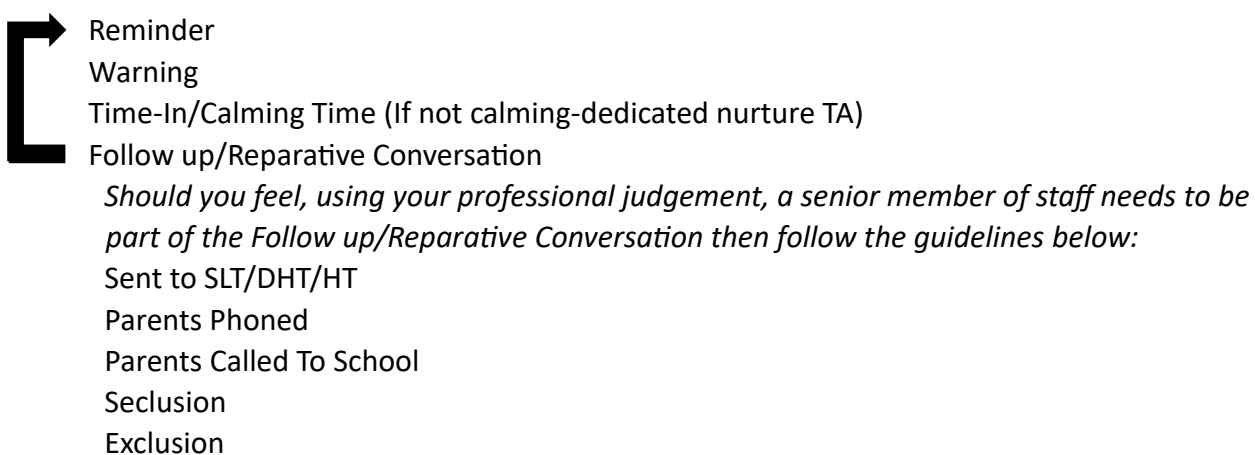
12. Language around Behaviour

At St Anne's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on SIMS, at the staff member's discretion.

13. BEHAVIOUR PATHWAY



14. Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' that can be found in Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. Appendix B.

A list of trained staff is kept on file in the school office.

The school will record all serious behaviour incidents on SIMS and any restraints using a Serious Incident Report and / or the Bound Book. Appendix C.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

- Learning of others is being seriously hindered
- Ongoing defiance of staff
- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour
- Deliberate physical violence or threat to cause serious harm towards other children

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss. Children may be searched as part of extreme behaviour. Appendix D

15. Physical Attacks on Adults

At St Anne's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or SLT and they should be recorded on Bound Book. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

16. Permanent Exclusion or Out Of School Transfer

Permanent exclusion is an extreme step and will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This may be because:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

17. Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. curriculum visits/residential out of school, swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Appendix A

POSITIVE HANDLING PLAN

Child's name:..... Date of Plan: Review date:.....

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
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Common Triggers:

De-escalation skills:

Skill	Try	Avoid	Notes
Verbal advice and support			
Giving Space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			
Removing audience			
Supportive touch			
Success reminders			
Listening			
Trusted adult			
Other			

Diversions and Distractions:

Any medical conditions to be taken into account before using physical interventions?

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Preferred method of physical intervention?

Intermediate	Try	Avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Team Teach			

How should we record incidents and who should we inform?

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Stage 4 Follow up (only after Stage 3 Crisis behaviour). Please complete Serious Behaviour Concern Form.

Agencies Involved?

Who	Name	From
Class Teacher		

Class Teacher:..... Signed :.....

Parent/Carer: Signed:.....

Appendix B

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE

Key Points

1. DEFINITIONS

- **Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts **Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on CPOMS and any restraints using The Bound Book.

SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the headteacher.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Such items should be handed in to a senior member of staff.

Screening

It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screeningsearching-and-confiscation>

Appendix E

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

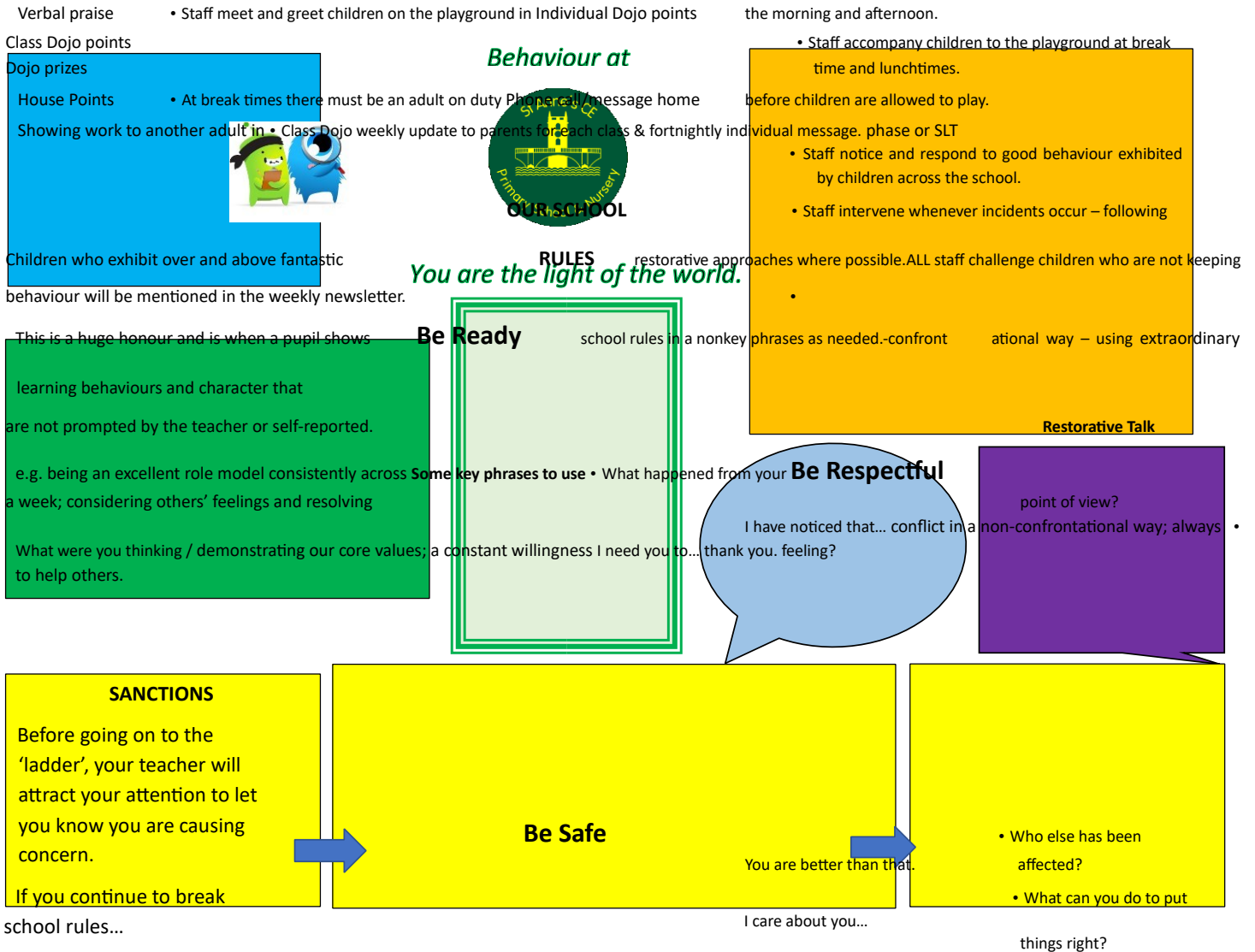
Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all of circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.

APPENDIX F

REWARDS VISIBLE CONSISTENCIES








Appendix G




KS2 Behaviour Reflection




Date:	Name:
What happened? 	
How did it make me feel? 	
What could I have done differently? 	
What did I achieve by acting the way I did? 	
What have I learnt from this? 	

Appendix H



'Ready, Respectful, Safe'

Name _____



What are my strengths?

What affects my behaviour?

What works well for me?

Target	Who?	How?	Why?	When?

'Ready, Respectful, Safe'

Name _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Break					
Between breaks					
Lunch					
Afternoon					