



**St Anne's R.C. Nursery  
and Primary School**

**Ethos, Ethics and  
Behaviour Policy**

**2024 - 2025**

# St Anne's Ethos, Ethics and Behaviour Policy

## Mission Statement

“To help every person here to achieve his or her best in work and in play. To celebrate whatever is good and to follow in the footsteps of Jesus by supporting and forgiving each other, for the honour and glory of God”.

## Rationale

In accordance with our Mission Statement, we aim to create an atmosphere where our children's behaviour bears witness to our Christian values and beliefs.

This atmosphere will encourage individuals to take responsibility for their own actions, exercise self-discipline, nurture a co-operative attitude and develop respect for others.

The positive approach of praise, encouragement and the raising of self-esteem will form the cornerstone of our behaviour policy. The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that inappropriate behaviour is minimised and effective learning can take place.

We aim to:

- create a joyful, Christian atmosphere of caring and respect for each other in order that effective teaching and learning can take place and children can feel secure.
- encourage responsible behaviour and raise children's self-esteem
- provide a framework, which allows us to clarify the behaviours we expect from children and what they can expect in return
- encourage the children to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship □ prevent bullying, racism and antisocial behaviour.

## Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.

3. Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum and through our 'My Happy Mind' Programme'.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. We employ 'Solution Focused' approaches to de-escalate conflict. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
6. "Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action." Use of Reasonable Force DfE circular 03/12.
7. Teachers and support staff will log concerning behaviour on our central CPOMS system to ensure consistency of approach across school and our leadership team will analysis events/ patterns to help put proactive and supportive interventions in place.
8. Each class will have a copy of its class expectations displayed in class.
9. Staff will work closely with the leadership team, the learning mentor and SENCo to ensure that pupils at risk receive specialist support when necessary.

Our three R's:

At St Anne's we have three simple principles that underpin our behaviour policy.

These are –

- Be Respectful
- Be Responsible
- Be Ready to Learn

These principles are designed to be easy to understand for all children, parents and stakeholders.

Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words

- with class points
- with stickers and stamps
- with Golden Eagle awards in assembly
- with attendance awards
- with prizes for achievement and effort

The staff at St Anne's R.C. Nursery and Primary School make the following commitments to their pupils:

- We will aim to give more positive comments to negative ones (on a ratio of at least 3:1)
- We will adopt a warm strict approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs.

#### Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including discrimination and cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and  Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Date of current policy: September 2023 (Reviewed by staff in June)

Date of Next Review: September 2024

## Appendix 1

### Reward systems and consequences

## Appendix 1 – Reward Systems and Consequences

### Achieve 100

At St Anne's R.C. Nursery and Primary School we have a class points system to reward effort and behaviour.

Children receive points for making positive choices about their behaviour which are linked to our three pocket principles of respectfulness, responsibility and readiness to learn and in addition resilience and being a role model.

Points should be given one at a time, not in multiples. When the class have achieved 100 points, the whole class will receive a reward such as extra playtime using the climbing frame.

### Consequences

- Consequences do not work in isolation. They must be balanced with positive support from staff (including time with our learning mentor where necessary).
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- Parents will be informed, and the incident will be discussed with the class teacher.
- For more serious incidents, parents will be informed and expected to come in to school to discuss the incident with the class teacher and senior leadership team.

### Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should tidy up in their own time.
- A child who has wasted learning time in class should catch up with their learning in their own free time.
- A child who has been rude to another pupil should apologise and make amends.
- A child who has been disruptive at playtime should miss their next playtime.

## Appendix 2

### Dealing with behaviour incidents

#### Recording serious incidents

Behaviour incidents are to be recorded on CPOMs. Teachers and support staff will log incidents that are deemed significant and when parents have been contacted.

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

#### Low-level disruptive behaviour in a lesson

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Repeat the instruction to the pupil (first verbal reminder).
3. If their behaviour continues, give a second verbal reminder.
4. Move the pupil to another area in the classroom to the 'hard-working table' and ensure they understand the consequence of not following the instruction.
5. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then...

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.
6. Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices then a 'behaviour contract' will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

#### More Severe Behaviour Incidents

1. Serious physical aggression to staff or pupils.

2. Persistent verbal abuse (such as homophobic comments)
  3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
  4. Serious willful damage to property.
- Staff will use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be excluded for a minimum of one day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

Further exclusions:

- Fixed term exclusion
- Permanent exclusion

For more serious incidents, sanctions may operate straight away.

## Exclusions

### Rationale

In line with our Mission Statement and our Catholic beliefs, it is the policy of St Anne's Roman Catholic Primary and Nursery School to try and deal with all behavioural issues in an active, positive way, employing a wide range of strategies to avoid issues reaching the point of exclusion (see Behaviour Policy).

The Department for Education (DfE) has published revised statutory exclusion guidance on exclusions. The revised guidance came into effect 1 September 2012 and applies to all maintained schools, academies and pupil referral units (PRU) in England.

## The headteacher's power to exclude a pupil

Only a headteacher, or acting headteacher, of a school can authorise fixed and permanent exclusions.

Section 3 of the guidance explains:

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Each case will be dealt with on an individual basis and all information will be carefully considered prior to a decision to exclude.

## The document also highlights the following rights and responsibilities:

- A Headteacher may withdraw an exclusion that has not been reviewed by the governing body
- Headteachers must take account of their legal duty of care when sending a pupil home following an exclusion
- When establishing the facts in relation to an exclusion decision, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'

Headteachers must also consider a school's responsibilities under the Equality Act 2010 when deciding whether to exclude a pupil.

Schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy/maternity; or because of a gender reassignment.

Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

## Safe Handling

Team Teach is an approach to resolving challenging behaviour by employing deescalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a



reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.