

# ANNECY CATHOLIC PRIMARY SCHOOL

**DIOCESE OF ARUNDEL AND BRIGHTON  
EAST SUSSEX COUNTY COUNCIL**

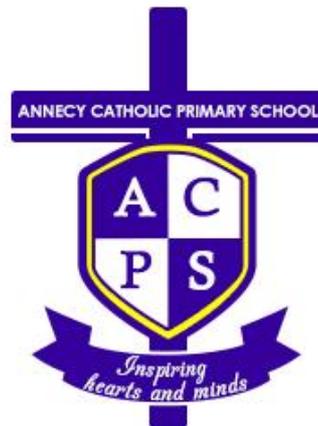
Sutton Avenue, SEAFORD, East Sussex, BN25 4LF

Tel: 01323 894892

e-mail: [office@annecy.org.uk](mailto:office@annecy.org.uk)

website: [www.annecy.org.uk](http://www.annecy.org.uk)

Headteacher: Paul Gallagher



|                        |                |
|------------------------|----------------|
| <b>Approved by</b>     | Governing Body |
| <b>Date</b>            | September 2019 |
| <b>Date for Review</b> | October 2020   |
| <b>Responsibility</b>  | Headteacher    |

## WHOLE SCHOOL BEHAVIOUR POLICY

## Mission statement

“For with God nothing shall be impossible” Luke 1: 37

- Believing that ALL can succeed, not some or many
- Promoting education as a lifelong journey and one that fulfils every child’s God-given gifts, talents and potential
- Creating a safe and loving environment, where everyone knows that they are loved and valued as a child of God
- Using the Gospel values, not only for the social, moral and spiritual development of pupils, but to underpin the quest for high academic standards within the school
- Working in open and honest partnership with families, the Church and the wider community

Under Sections 88 (1) and (2) of the Education and Inspections Act 2006 (EIA), the Governing Body of Ancey School has a responsibility to make and keep under review a written statement of general principles relating to the behaviour and discipline of the learners of the school. This must take into account the school’s ethos and moral code, the need for positive and constructive rules of conduct and the fair and consistent application of rewards and sanctions.

### **The Governing Body have agreed the following general principles:**

The school’s Behaviour Policy should reflect our distinctive ethos as a Catholic school and our Mission Statement.

The Gospel values set out in our Mission Statement should be applied throughout the whole school community in its day to day living, reflecting care and concern for the well-being and dignity of all.

### **The principles for behaviour to be applied by the Headteacher and teaching staff should:**

- emphasise that whilst each pupil is cherished as a unique individual loved by God that this in itself brings with it a responsibility to respect, support and encourage others;
- establish clear boundaries of what is and is not acceptable behaviour and support the development of a clear understanding of what is right and wrong;
- establish a fair and consistent application of rewards and sanctions;
- ensure that teachers must be able to teach and pupils must be able to learn in classrooms free from disruption;
- be reflected in all parts of the school including the playground and other communal areas;
- ensure that all forms of bullying are known to be unacceptable and that this is recognised by all members of the school community;
- include forgiveness for those who are sorry for what they have done and encourage children to make amends and learn from their mistakes

We believe that the main purpose of a school’s behaviour policy is to suggest a child’s development of good behaviour rather than devising a system of sanctions. All members of our school community are expected to promote positive behaviour choices and to teach the children the importance of behaving considerately, responsibly and safely at all times. We are here to support and serve all children in our care and use the Thrive approach across the school.

## Introduction

As a Catholic School, Annecy has an agreed Mission Statement and a distinctive nature. Christ's mission to humanity was conducted in a spirit of love and understanding, and our behaviour policy aims to ensure that the same spirit is reflected throughout our school community through mutual respect and support. Our school ethos is realised through our daily actions, and it is in this day to day living that the value system of the school becomes apparent.

## Aims

A teacher has a right to teach and pupils have a right to learn in a classroom free from disruptive behaviour. Good behaviour does not happen by accident, and instead is derived from **staff, parents and pupils taking shared responsibility** to establish and maintain high standards. For this, all members of the school community need to:

- have high expectations of the standards of behaviour of the children, which are communicated clearly and positively;
- carry out the agreed school policy on behaviour in a consistent way;
- establish positive relationships with the children in a framework of mutual respect and trust where self-esteem is nurtured (Thrive);
- be trusted, treated fairly and respected as individuals
- be models of behaviour for the children;
- ensure that the children know and understand our school rules and are supported to follow to them;
- accept responsibility for encouraging good behaviour throughout the school.
- reflect the teachings of Christ by promoting forgiveness and compassion; and enabling reconciliation and reparation.

## The responsibility of staff:

All staff employed in the school have a communal responsibility for pupils and make a difference to the way in which learning, and behaviour take place. The staff of Annecy Catholic Primary School are expected to:

- Support the Catholic ethos of the school, being faithful to the values of the Gospel by word and example;
- Reinforce the Annecy Pledges (Appendices 1, 3, 4, and 5) as the primary code of behaviour for the school community; if other class rules are established, these should be agreed with the children and in child-friendly language, limited in number and positively phrased;
- Clearly and consistently communicate their expectations of behaviour, taking into account the developmental stage and any individual needs of the children;
- Ensure that positive behaviour is recognised and rewarded; this will be at the level; appropriate to the child's stage of development and may include, for example, verbal praise, moving up the behaviour chart, house points, sharing work / good news about behaviour with another member of staff, certificates in celebration assembly – **rewards will be intrinsic as opposed to extrinsic**;
- Ensure that classroom and learning environments promote positive behaviours by being supportive, secure spaces in which children feel safe, engaged and enthused; when pupils are

appropriately challenged by their work, from when they first arrive in the classroom, there is less opportunity or reason for them to digress from expected standards of behaviour;

- Ensure that high standards of behaviour are maintained across the school environment; wherever possible, teachers / teaching assistants will accompany classes as they enter, leave and move around the school; all staff must support agreed systems for encouraging good manners, lining up, entering and leaving the hall.
- Communicate accurately and in a timely manner where other staff need to know about behaviour successes or concerns; this includes staff supervising lunch and playtimes communicating with class teachers where required. Staff also must update members of the Senior Leadership Team (SLT) about the behaviour of groups or individuals via CPOMS, and information will be shared with and by the Inclusion Manager. Clear channels of communication will be established between class teachers and teaching assistants about standards of behaviour

Our positive approach to behaviour is also applied when we are dealing with the times when children make mistakes. We believe in the presence of God in each member of our school family and respect the dignity of each individual as created by God. **We believe that learners will do the right thing, if they can** – if they cannot, then we must support them to develop the skills and overcome barriers in order to make positive choices. When dealing with pupils who have made poor behaviour choices and in promoting positive behaviours, we are guided by the command of Jesus Christ:

**“Always treat others as you could like them to treat you.” Matthew 7: 12**

**All members of staff therefore adhere to the following guidelines:**

- To respond positively, we should focus on checking we are taking empowering rather than powerless positions
- We are aware of how easy it is to slip into responding emotionally
- Our computer brain which is in charge of our beliefs and values is powerful. It can speak to our chimp and lead us to respond emotionally. The first step is therefore to calm our chimp and check we are responding through our **rational brains**.
- To protect learners’ self-worth and support them to make progress, we can follow **The Five Point Response Plan**.

#### **Five Point Response Plan**

- Calm your own chimp
- Accept, Acknowledge, and Empathise – “I can hear that you are really frustrated about it. That must be tough for you” (As the adult you do not have to agree).
- Throw a lifeline. Protect their self-worth – “Don’t worry. You’re not in trouble. We want to help. Let’s work together on this”.
- Listen to understand – Be matter of fact. Be kind. Stay in positive positions!
- Problem solve (get the learner to come up with a solution that works for both of you) – “What do you need now to do well in this lesson / feel calm?”.

In order to ensure our learners have a clear understanding of expectations, each lesson starts with a “clean set up” –

- For this to go really well for me, I need it to be:
  - E.g. quick, calm, fun, relaxing, exciting, fast, adventurous
- And I will need to be...
- And you will need to be...
  - E.g. calm, patient, engaged, polite, energetic. IMPORTANT: say what you would see/hear when it is like this e.g. We will be laughing, chatting and looking at each other
- And to be like that, I will need:
  - E.g. to know how long I have left to complete the task; to have a 5-minute warning before I have to stop; to have a break every 20 minutes, to have water, to move around.

### **Our behaviour chart**

We work to develop self-esteem, self-efficacy and self-advocacy within our learners through consistent use of modelling, encouragement, praise, positive reinforcement and a promotion of intrinsic rewards, as opposed to extrinsic rewards.

We expect appropriate behaviour and hard work from all pupils. Our Anney Pledge, which was developed collaboratively with learners, is used to recognise the skills we all hope to develop whilst at school. When learners are seen to exhibit one of these skills, they are recognised through the use of the Bronze, Silver, and Gold cards – no stickers or certificates are necessary.

Learners who are struggling to make the right choices in class have three levels of support:

- First Aid (Yellow) – the learner is given time to calm their inner chimp and understand how they can make the right choices;
- Doctor (Red) – the learner is sent to a partner class for 10 minutes. During this time, they are encouraged to think about triggers and come up with a solution. They will meet with a member of staff to go through the Five Point Response Plan.
- Air Ambulance (Blue) – a member of the SLT will talk to the learner, possibly with parents/carers to understand triggers and work collaboratively to come up with solutions.

Consequences can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the learner that their behaviour is inappropriate and that it will be spoken about later using the Five Point Response Plan.

At Anney Catholic Primary School, we have high expectations of all learners:

- We are an inclusive school where we address and support behaviour difficulties – we do not send pupils to stand outside rooms as a form of punishment.
- Our staff may need to change the tone and volume of their voices when interacting with groups of pupils in different situations as part of effective behaviour management; however, we do not shout at a child / children (through anger or as a sanction) but speak calmly and respectfully.
- The dignity of each individual must always be respected – children are not humiliated or belittled through being made an ‘example’ of or through the use of sarcastic or insulting comments
- Children need to be treated as individuals – the use of ‘blanket’ sanctions where whole groups of children receive a sanction for the poor behaviour choices of a few is avoided unless there is no other practical way of dealing with the behaviour issue.

- Where children are set written work after a poor behaviour choice, this relates to catching up on missed work or is an opportunity to reflect on what went wrong and make amends; writing 'lines' or copying out from a book causes resentment from children and will not be used.
- Our staff will be consistently professional in their relationships with children and in their behaviour management strategies; staff are expected to separate their personal feelings, anxieties or circumstances from their professional life so that this does not influence their relationships and interactions with the children.
- Children learn best when they are able to talk about their work; children working in silence is not used as a behaviour management strategy.
- Our staff will log any behaviour concerns on the CPOMs system.
- Children are always given opportunities to make amends and be forgiven; they will not be made 'scapegoats' for other incidents of inappropriate behaviour or be automatically blamed.

### **The Responsibility of Parents / Carers:**

- To support the distinctive Catholic nature of the school; the Mission Statement and School Pledges are given to parents / carers when their child joins the school, and copies are always available on the website.
- To ensure that their child knows that school is a place for learning; their child does not have the right to make poor behaviour choices that will interfere or adversely affect the learning of others.
- To explain to their child that they must respect all members of the school community, and to model this behaviour in their verbal and written communication and on social media.
- Not to talk negatively about another child or a member of staff in front of their own child or publicly (including on social media); this will affect the child's relationship with their peers / staff, can damage parental relationships and undermine our community ethos.
- To encourage their child to be forgiving when other children make poor behaviour choices; this reinforces our Gospel values and allows children to re-build bridges and re-establish relationships with their peers.
- To ensure that any concerns about behaviour are shared with the school privately and promptly; criticism in front of the children will serve to undermine the child's confidence, their relationship with staff and their positive attitude to school and learning.
- To raise any concerns with the class teacher in the first instance. If the issue cannot be resolved or is broader in scope it should be referred to a member of the Senior Leadership Team.

### **The Responsibility of Learners**

- To follow the Anney Pledges, encouraging and supporting other children in doing the same – this should be both during the school day and, for example, when they are communicating outside of school through social media.
- To do nothing that prevents others from working and learning.
- To act as the Ambassadors of Anney Catholic Primary School when they are in a different setting.
- To take the opportunity to make amends for making inappropriate behaviour choices
- To forgive others who seek their forgiveness.
- To take responsibility for their own actions and choices, not to copy others or join in with those who may be making inappropriate choices.

## **The School's Response to Unacceptable Behaviour**

Annecy Catholic Primary School promotes positive behaviour strategies. Our predominant focus is upon teaching learners about the importance of behaving well (Thrive) and using praise and encouragement for rewarding and identifying appropriate behaviour. We guide the children's development of positive behaviour through our R.E. curriculum, based on the "Come and See" scheme and through our EPR teaching. We take part in Anti-Bullying week, and follow the theme set by the Anti-Bullying Alliance each year. Most pupils will display good behaviour when it is clear what the expectations are and when they are regularly and consistently encouraged to respond.

There are times, however, when a particular behaviour incident warrants a sanction or consequence because it compromises the child's and others' right to be able to work and learn. When behaviour incidents are addressed, it is paramount that the pupil fully understands that it is the behaviour that is unacceptable and not the learner as a person.

There are five levels on the behaviour guidelines in terms of dealing with inappropriate behaviour and the possible sanctions that might be applied if appropriate. These also show when behaviour concerns are escalated to the next level. All members of staff are to be directed by these behaviour guidelines when determining what the response should be to a child making inappropriate choices. These guidelines do not provide an exhaustive list of the incidences of poor behaviour that may occur.

The decision to apply the possible sanctions / consequences is at the discretion of the teaching staff, based upon the circumstances in which the poor behaviour choice occurred and their wider knowledge of the learner and their individual needs.

At any stage of the behaviour guidelines, parents may be asked into the school to be informed of our concerns so that a common approach can be arranged between the home and school to improve the situation.

|         | When learners make poor choices by...   | Some of the possible consequences are:   |
|---------|---|--|
| Level 1 | <ul style="list-style-type: none"> <li>Talking / getting out of place at the wrong time</li> <li>Distracting other children from their learning</li> <li>Wasting time</li> <li>Shouting out</li> <li>Bad manners</li> <li>Play fighting</li> <li>Pushing in line</li> <li>Making silly noise to distract others</li> <li>Running or being silly in the corridors</li> </ul>   | <ul style="list-style-type: none"> <li>Reminder of the Pledge</li> <li>Being moved</li> <li>Being sent back to show they can make the right choice (walk down the corridor sensibly etc)</li> <li>Being given time out to think about their actions and possible solutions to ensure it does not happen again</li> <li>Five Step Response Plan</li> </ul>  |
| Level 2 | <ul style="list-style-type: none"> <li>Deliberately repeating Level 1 behaviours</li> <li>Choosing not to focus on work, even after an adult has asked you</li> <li>Deliberately annoying other learners</li> <li>Name calling / teasing other learners</li> <li>Not looking after school property</li> <li>Not being respectful towards members of staff</li> <li>Physical contact in reaction to an incident</li> </ul>   | <ul style="list-style-type: none"> <li>Staff will explain that the behaviour is not acceptable</li> <li>Writing a letter or drawing a picture to apologise</li> <li>Missing some or all of playtime</li> <li>Finishing work that has been missed</li> <li>Losing privileges until behaviour has improved</li> <li>A teacher will let parents know what has happened – either in person or via class dojo</li> <li>Five Step Response Plan</li> </ul>                                 |
| Level 3 | <ul style="list-style-type: none"> <li>Deliberately repeating Level 2 behaviours</li> <li>Constantly stopping other learners from learning</li> <li>Repeated name calling / teasing</li> <li>Choosing not to follow the pledges most of the time</li> <li>Inappropriate language</li> <li>Saying or doing threatening things</li> </ul>   | <ul style="list-style-type: none"> <li>Sent to work in a different class – Internal seclusion</li> <li>Discussion with the Headteacher or a member of the SLT</li> <li>Teacher will meet with parents</li> <li>Letter of apology to be written at home</li> <li>Loss of privileges until behaviour has improved significantly</li> <li>Five Step Response Plan</li> </ul>  |
| Level 4 | <ul style="list-style-type: none"> <li>Deliberately repeating Level 3 behaviours</li> <li>Bullying</li> <li>Hurting other learners on purpose</li> <li>Refusing to do what an adult has said</li> <li>Fighting</li> <li>Refusing to follow the Pledges</li> <li>Damaging school property or other children's belongings on purpose</li> <li>Using inappropriate language to staff or learners</li> <li>Using differences in others as something to be unpleasant about</li> </ul> | <ul style="list-style-type: none"> <li>Kept away from other learners until poor behaviour choices have improved</li> <li>Repairing any damage that has been caused</li> <li>Spending time at home to write or draw to explain what happened, why it was wrong and why this will not happen again</li> <li>Formal meeting parents / carers</li> <li>Possible fixed term exclusion</li> <li>Five Step Response Plan</li> <li><b>(with member of the SLT or Headteacher)</b></li> </ul> |
| Level 5 | <ul style="list-style-type: none"> <li>Continuing with the Level 4 behaviours</li> <li>Not following adult instructions</li> <li>Anything of a serious nature that could endanger themselves, others or damage school property</li> </ul>   | <ul style="list-style-type: none"> <li>Formal meeting with parents / carers</li> <li>Possible fixed term or permanent exclusion</li> <li>Five Step Response Plan</li> <li><b>(with the Headteacher)</b></li> </ul>   |

### **Off Site Visits or Out of School**

Subject to the school's behaviour policy, a teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way, identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The Governing Body also endorse and support the statutory obligations specified by the DfE in its update of January 2016 "Behaviour and discipline in schools." The Governing Body therefore supports the guidance which allows for the Headteacher to be supported should the following be required;

- screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- the power to use reasonable force and other physical contact (see below);
- the power to confiscate pupils' property;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

### **Use of Reasonable Force**

All members of staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. For example, teachers will physically separate pupils found fighting if they do not respond to a request to stop, or a child may be physically removed from a room if they refuse to leave when instructed to do so. Annecy Catholic Primary School has a number of staff who have completed the six-hour foundation course in Team-Teach which provides physical intervention techniques. Physical interventions must always be necessary, reasonable and proportionate. This training also supports our positive behaviour strategies through promoting de-escalation strategies and increasing staff confidence and competence in responding to challenging behaviours whilst promoting positive relationships. The school follows the DfE's "Use of Reasonable Force" advice (July 2013).

### **Equal Opportunities**

The Governing Body of Annecy Catholic Primary School recognise that they have a legal duty to make reasonable adjustments for disabled children and children on the SEND register, in accordance with the Equality Act of 2010. This is in terms of the decision to use reasonable force and also in the application of sanctions and consequences for inappropriate choices.

At Annecy, we recognise that just as the children have different academic abilities, they also go through different developmental stages as they learn to take responsibility for their behaviour and understand the consequences of their actions. Staff members who have concerns about a child's behaviour and their capacity to meet the standards expected at Annecy will discuss these with the Inclusion Manager. This may lead to the decision that the child's difficulties are

such that they require support and provision that is additional to or different from that which would be given to the majority of their peers.

At Annecy, we will make sure that we support children who have difficulties with developing positive behaviours, not only as they progress through the school, but also at their induction to the school and at points of transition. The school will communicate with parents about their child's needs, and information will be sought from and provided to other settings about the most effective ways of supporting these children in developing positive behaviours.

### **Monitoring**

CPOMS is used, by all staff, to record behaviour incidents and follow up actions. The Headteacher and members of the SLT are alerted to every incident input onto the system.

The effectiveness of the Whole School Behaviour in promoting positive behaviours will be carefully monitored. This will be through analysis of the behaviour logs, observations of the children, discussions with the staff and parents, and pupil conferencing.

### **Links with other policies**

This policy should be read in conjunction with:

Teaching and Learning Policy

Anti-bullying Policy

SEND Policy

Child Protection Policy

RE/RSE Policy

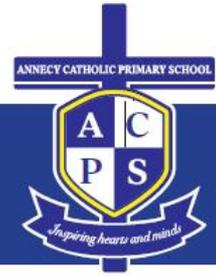
Home School Agreement

E-Safety (On-Line Policy)

### **Review**

The Whole School Behaviour Policy will be reviewed annually by the Governing Body of Annecy Catholic Primary School and may be reviewed and revised more frequently in response to changes in government guidance and statutory documentation.

Annecy Catholic Primary School's



# PLEDGE

I am part of the Annecy family because:

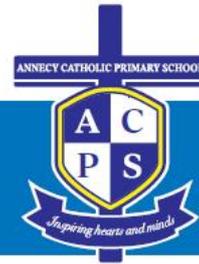
- ☺ I recognise my emotions
- ☺ I am resilient
- ☺ I am a solution finder
- ☺ I believe that I can
- ☺ I show respect
- ☺ I build upon my strengths
- ☺ I understand my emotions
- ☺ I can manage my feelings well
- ☺ I know what I need, and I know how to ask for help
- ☺ I recognise my inner champ



**'Inspiring Hearts and Minds to Grow'**

Anney Catholic Primary School's

# MISSION STATEMENT



- ✓ Believing that ALL can succeed, not some or many
- ✓ Promoting education as a lifelong journey and one that fulfils every child's God-given gifts, talents and potential
- ✓ Creating a safe and loving environment, where everyone knows that they are loved and valued as a child of God
- ✓ Using the Gospel values, not only for the social, moral and spiritual development of pupils, but to underpin the quest for high academic standards within the school
- ✓ Working in open and honest partnership with families, the Church and the wider community

**“For with God nothing shall be impossible”**

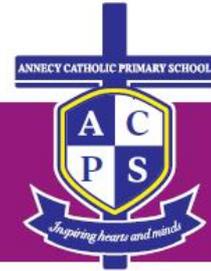
**Luke 1:37**



**‘Inspiring Hearts and Minds to Grow’**

Annecy Catholic Primary School's

# LUNCH HALL PLEDGE



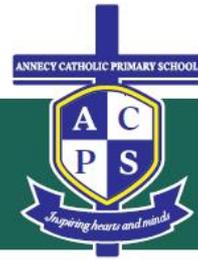
- ☺ We come into the dining hall quietly
- ☺ We take our coats off to eat our lunch
- ☺ We find a seat and stay seated until we have finished our lunch
- ☺ We eat our meal with good table manners
- ☺ We remember to say please and thank you
- ☺ We listen to the adults keeping us safe
- ☺ We remember how grateful we are to have food every day
- ☺ We respect everyone around us



**'Inspiring Hearts and Minds to Grow'**

Appendix 4: Annecy Playground Pledge

Annecy Catholic Primary School's

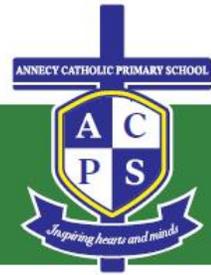


# PLAYGROUND PLEDGE

- ☺ We look after each other and play safely
- ☺ We follow instructions straight away
- ☺ We show respect for people, property and our school grounds
- ☺ We stop and stand still when we hear the whistle
- ☺ We say sorry if we hurt or bump into someone
- ☺ We look for children who are on their own and ask them to join in with our games



**'Inspiring Hearts and Minds to Grow'**



# FOOTBALL PLEDGE

- ☺ We organise teams fairly
- ☺ We respect each other's opinions
- ☺ We show good sportsmanship
- ☺ We treat others how we would want to be treated
- ☺ We are gracious, whatever the outcome of the game
- ☺ We always shake hands at the end of the game
- ☺ We let everyone play
- ☺ We use respectful language
- ☺ We enjoy the game!



**'Inspiring Hearts and Minds to Grow'**

## **Appendix 6: Supervising the children in the playground and around the school – guidelines for all staff**

### **Moving Around the School:**

- All children should leave and enter the school buildings, classrooms and group rooms in a quiet and orderly fashion.
- Staff will monitor corridors at the beginning and end of the day; children are expected to quickly and quietly put away and collect their belongings and take collective responsibility for keeping these areas tidy.
- Children should walk on the left-hand side in single file.
- Classes of children are expected to move to and from assemblies, their classrooms and around the school in silence to avoid disturbing other children.
- Courtesy should be shown at all times; children are expected to hold doors for adults going through and let them go first.

### **In the playground:**

In addition to following the Football Pledge and Playground Pledge, when on the playground the children should:

- Use the canopy area for quiet, sitting games only. Other spaces are provided for the children to climb on and run in.
- Respect the plant and animal life around the school. This includes not climbing through the bushes, picking and damaging plants.
- Ask permission before going to the toilet (only five children will be permitted in the toilets at any one time).
- Use playtimes, rather than learning time, to go to the toilet.
- Have drinks from the water fountain before the lining up bell – children are not allowed to get a drink after the bell has been rung.
- Put lunchboxes away neatly and collect them promptly- Take home all rubbish from lunchboxes.
- Walk down the steps.
- Only play on the grass if permission is given by staff.
- Only use the trim-trail for its purpose; the trim trail should not be used as a thoroughfare for other games.
- Use playground equipment carefully and safely for the purpose for which it is intended, taking care of all school equipment and returning after use.

### **Lining Up:**

- Staff members will be on the playground, prior to the whistle being blown in order to collect the children promptly.
- 1<sup>st</sup> whistle: All children to stand still, getting down from the equipment / picking up and holding the play equipment they are using
- 2<sup>nd</sup> whistle: Children to walk to their lines quietly. Children stand quietly until they are led into the school by their staff member, then walk in quietly remaining in their line