



Behaviour Policy

Next Review July 2026

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The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- *eliminate discrimination and other conduct that is prohibited by the Act*
- *advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- *foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.*

In the development of this policy due regard has been given to achieving these objectives.

Rationale

At St Ann's Catholic Primary School, we are committed to ensuring that the children in our care learn in a happy, secure and safe environment where mutual respect and understanding is fostered and developed in every lesson and throughout the school. All members of staff set high standards and learners are given clear guidance on what is expected of them

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Ann's Catholic Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. We work closely with parents to ensure that the academy's values; **learn together, play together and aspire together** are shared beyond the school gate, and Home/School agreements help to embed this.

The policy is the result of consultation with the school community. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of rules and consequences and given feedback on the behaviour system we use.

Objectives

1. To promote a culture that allows us to learn together, play together and aspire together.
2. To ensure that children are happy, secure and safe in an academy with high standards of positive behaviour

3. To ensure that all are treated fairly, shown respect and good relationships are promoted.
4. To help children lead disciplined lives and to understand that good citizenship is based upon positive behaviour.
5. To build a community which values kindness, care, good humour, good temper and empathy for others.
6. To use positive behaviour to promote community cohesion by developing and applying an understanding of right and wrong.

Strategies

1. Our values are an integral part of the school, they are promoted and reiterated regularly.
2. The **SCHOOL RULES** are displayed in all classrooms and referenced by staff and pupils.
 - Work well together
 - Be kind
 - Show respect
3. All staff expect high standards of behaviour in lessons and at all other times of the school day.
4. Children are taught to be polite, respectful, and well-behaved
5. Staff are responsible for managing the behaviour of the pupils in their care.
6. Staff needing support with a behaviour issue or problem discuss it with senior colleagues including the Senior Leadership Team (SLT) and team leaders.
7. The school involves parents at an early stage where there are concerns about a pupil's behaviour.
8. The school is proactive in contacting outside agencies for support and guidance in relation to behaviour management whenever it is appropriate to do so.
9. In extreme cases, a pupil's behaviour can result in their exclusion from the school in accordance with Exclusion Policy.

Rewards and behaviour incidents: (Reception) Y1 to Year 6

Recognising positive behaviour

Pupils displaying behaviour in accordance with the school rules are to be acknowledged through verbal praise and monster efforts in order to foster a sense of pride and achievement. In addition, classes may have individual reward systems which are conducive to encouraging positive behaviour e.g. table points, star of the day awards etc.

Pupils throughout the school are assigned to one of four teams. They collect 'Monster Efforts' for positive behaviour or work, which deserves special recognition. Monster Efforts are collected via the Class Dojo app. Each half term the Monster Efforts are added together and the winning team is announced in the Proud to be ME, assembly. The winning team is awarded a 'treat afternoon' organised by the house captains and headteacher.

A whole-school celebration assembly takes place each week. Pupils are chosen by their class teacher for exceptional effort, attainment or progress in either their work, learning or behaviour. Parents and families are invited each week to attend the assembly. These awards are published on the weekly newsletter.

Dealing with negative behaviour

Play time and lunch time

- Behaviour issues at lunch time are monitored by support staff and SLT in KS2 playground. All staff take responsibility for recording incidents on C-Poms and informing the class teacher. Any behaviour incidents are dealt with in accordance with this behaviour policy.
- SLT review behaviour logs on CPOMS at regular intervals.
- If a pupil's records show repeated instances of poor behaviour during unstructured time, a member of SLT will talk to the child first and then take appropriate action in order to prevent further issues occurring.
- If another incident occurs, despite strategies being put into place, then a member of the SLT will arrange to meet with parents before further action is taken.
- During play time, the responsibility for recording and sharing information falls to the member of staff on duty.

For some pupils where a pattern of challenging behaviour is observed, the SLT may decide that an Individual Behaviour Plan (IBP) (Appendix B) needs to be completed. They are used to support the pupil to regulate their behaviour. They are shared with members of staff, parents, and other agencies where appropriate.

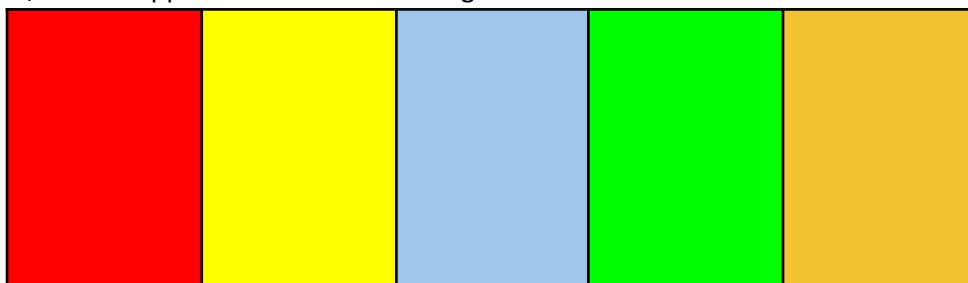
Single behaviour incidents which are an immediate cause for concern are dealt with by a member of the SLT and recorded under the appropriate heading on C-POMS . Parents are informed and appropriate strategies are determined.

For some extreme behaviours exclusions are a necessary course of action. See Exclusions section. and in these cases the Exclusions section.

Lesson time:

Going for Gold behaviour system

The main aim of the Going for Gold system is to support the effective day to day management of behaviour within the classroom. As a school we recognise that behaviour changes and that every child can be successful. We build strong and supportive relationships as part of an effective behaviour management system. This behaviour system supports children to make positive behaviour choices. The Going for Gold system facilitates a practical, efficient and consistent approach to behaviour management across the school. It is used to support children to identify positive and negative behaviours, and to support them in their self-regulation.



How it works:

- Chart on display in the classroom
- All children start on green (reset after lunch)

- If pupils make positive choices they move to the right and for negative behaviour choices they move to the left.
- One warning is always provided for pupils in between each stage
- Staff support pupils to make positive behaviour choices and staff will correct negative behaviour choices in a calm and respectful manner.

Green Zone

Pupils on green at the end of the day receive praise for their positive behaviour choices. GREEN is great!

Gold Zone

For outstanding behaviour pupils move their name to GOLD. Pupils on gold at the end of the day are celebrated by the class teacher and a message will be sent home on Seesaw.

Blue Zone

2nd warning 'thinking zone' – time to reflect on behaviour and attempt to move back to green following a reminder / restorative conversation.

Yellow Zone

3rd warning and ten minutes time out within the classroom, regulation station, to further reflect and support regulation.

Red Zone

Pupils are directed to another classroom or workspace for 10 minutes in a different environment. SLT are called in order to support the return to class and take further action if required. An appropriate member of staff will ensure a restorative conversation takes place and that the pupil is ready to access learning in the classroom.

In the vast majority of cases behaviour will be managed following the sequence as described above. However, on occasion there may be instances when support needs to be escalated without following every step of the procedure.

Off-site behaviour

The expectations for off-site behaviour are the same as the expectations for behaviour in school. When organising off-site learning, staff plan carefully to ensure pupil behaviour can be adequately monitored and rules enforced. A pupil is not taken off-site if the SLT believes the pupil's safety or the safety of others cannot be guaranteed. In these extreme cases, alternative provision is made for the pupil's learning in school.

During off-site learning, if any member of staff encounters any pupil displaying inappropriate or unacceptable behaviour they follow this procedure:

1. Warn them that their behaviour is unacceptable and ask them to state the preferred behaviour choice.
2. Direct them to stay next to a member of staff for 10 minutes so that they can be closely supervised, and ask them to reflect on their behaviour choices.

3. Direct them to stay with a member of staff for the rest of the time off-site, and to reflect on their behaviour choices.
4. Call a member of the SLT to explain the situation. SLT determines appropriate course of action, including informing parents.

At the end of each sanction a member of staff will speak to the pupil about their behaviour choices and point out the consequences of failure to comply. Pupils are encouraged to apologise for their behaviour.

Use of Restrictive Physical Intervention

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 C.

We follow the latest Use of Force Guidance that states:

Schools can 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;
- and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Where there is a risk to the safety of children and or staff, Restrictive Physical Intervention (RPI) may be necessary to keep children and/or staff safe. RPI is used as a last resort and carried out, by trained members of staff only, for the least amount of time possible. RPI is not to be used routinely and it must not be part of a planned response, or used for compliance. A member of SLT must be informed as soon as possible where RPI is used. Following the incident, a member of SLT will debrief all staff involved. All Incidents involving RPI are recorded on C-POMS and parents are informed.

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

- 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

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.

Serious Incident Reporting

If a serious incident has occurred the Serious Incident Report (SIR, Appendix A) will be completed by the lead member of staff involved. This will then be shared with all concerned and countersigned to ensure a true representation of events. Parents will be informed via letter, and SLT will log the incident and upload the completed form to C-POMS.

Physical Attacks on Adults

At St Ann'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 Physical Intervention and Use of Reasonable Force 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 Deputy and they should be recorded on CPOMS. 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.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- 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.

Use of a Safe Space

In order to keep themselves or others safe it may be appropriate for a child to go to a safe space away from other children. The space designated for this purpose is the 'Immersive Room' which has soft furnishings, soft toys to aid de-escalation. Its typical use will be for children who are showing signs of reaching crisis. It might also be used following the use of RPI to complete de-escalation. Children must be supported by an adult at all times to enable co-regulation where appropriate, and a member of SLT must be informed immediately. Children must be free to leave the room unless RPI is necessary due to unsafe escalating behaviour. All incidents must be recorded in detail on C-POMS and parents informed.

Internal Exclusion

Internal exclusion is a planned strategy in response to serious incidents which have caused significant disruption to learning, and where the disruption is likely to continue whilst the child is present in the class. Only a member of SLT may make the decision to use internal exclusion. All incidents leading to internal exclusions will be recorded on C-POMS and parents will be informed. During internal exclusion, the student will be educated in a space away from other children under the supervision of an adult. In practical terms, internal exclusions may be seen as a child working on an individual timetable, with adult support, as part of a transition back to full class engagement.

Searching Children

The SLT can decide to search a child as defined in the 'Searching, Screening and Confiscation advice for school published in July 2022. Typically, this decision is taken if the member of staff feels it is likely that a child is in possession of a dangerous item such as a sharp implement.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Appendix A

SIGNIFICANT INCIDENT REPORT

Student Name:		Year Group:	
Details of any EHCP/Disability/Vulnerability:			
Date of Incident:	Time:	Location:	
Name of staff members involved:		Names of any witnesses:	

Name of any other students involved:	Name of witnesses:
Reason for Intervention	

Danger to self:		Danger to others:	
Severe damage to property:		Severe disruption to other pupils:	

Describe lead up to incident including attempts to de-escalate:

De-escalation techniques used & effectiveness rating (1 = not effective, 5 = very effective)

Verbal advice & support		Reflective language	
Distraction		Options offered*	
Time out offered		Planned ignoring	
Time out directed		Success reminded	

Guided escort		Friendly hold		Seated hold	
Describe hold:					
Breathing monitored		Duration of physical intervention		Number of staff involved	

Action Taken					
Return to class		Restorative session		Referred to police	
Chill room		Quiet space		Contacted home	
Other		Please specify:			
Potential refer t o other service					

Section C (follow up)

Pupils point of view: *(if applicable)*

Pupil's behaviour target: *(amend EHCP/behaviour plan) (if applicable)*

Section D *(line manager's checklist – please tick)*

Tick ✓

Incident Logged

Serious incident form checked

Letter sent to parents

Staff debriefed

Action taken by SLT:

Safeguarding Officer's signature:	Date:
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POSITIVE BEHAVIOUR PLAN

Name:	
Class:	
SEN Stage:	
Primary Need:	
Funding:	

STAGE 1 PERSONAL PROFILE	Plan date:	Review date:
Author(s):		
STAGE 1 ANXIETY BEHAVIOURS	STAGE 2 DEFENSIVE BEHAVIOURS	STAGE 3 CRISIS BEHAVIOURS
STRATEGIES / DIVERSIONS / DISTRACTIONS / PRAISE / KEY PHRASES		
WHAT ARE THE KNOWN TRIGGERS?		
Recovery / Depression / Follow-up - Restorative Conversations		

Behaviours	Strategies

POSITIVE INTERVENTION PLAN			
Targets (*Highlight current targets)	What is going to help me? / How will I know if I've done well?	Start Date	End Date

Stage 2 – Positive Handling Plan	Authors:		
My Role as a Parent / Carer will be	De-escalation strategies:	Try	Avoid
	Verbal advice	X	
	Giving space	X	
	Reassurance	X	
	Help scripts	X	
	Negotiation	X	
	Choices	X	
	Humour	X	
	Logical consequences	X	
	Planned ignoring	X	
	Take up time	X	
	Distraction	X	
	Time-out	x	
	Supportive touch	X	
	Transfer adult	X	

		Success reminded	X	
		Simple listening	X	
		Acknowledgement	X	
		Apologising	X	
		Agreeing	X	
		Removing audience	X	
Agreed Actions		Preferred Method of Physical Intervention		
Action	By Whom	Single Person	Try	Avoid
		Caring C guide	X	
		Help Hug	X	
		Single elbow	X	
		Double elbow	X	
		Seated hold (Bean Bag)	X	
Recording and Reporting All incidents to be recorded same day using CPOMS and parents informed. Signatures: Parent/carer _____ Lead school professional _____ Pupil _____ Date _____				

