

**Working, Learning, Caring together in God’s love**.

**St. Anne’s R.C. Primary School**

**Positive Behaviour****Management Policy**

**Contents**

1. Our Mission Statement
2. A whole school approach-our Gospel Values
3. Other special awards
4. Behaviour systems
5. Classroom behaviour
6. Guidance for using rewards effectively
7. Our behaviour zones
8. Behaviour zones-rewards and sanctions
9. Dealing with and recording red behaviour
10. Individual behaviour approaches
11. Further sanctions
12. Guidelines for using sanctions effectively

**Appendices**

Appendix 1: Value Awards Assembly guidance

Appendix 2: Behaviour display resources

Appendix 3: RED Letter

Appendix 4: RED Third Letter

Appendix 5: Behaviour reflective sheets – What Would Jesus do?

Appendix 6: Record of incident of Restrictive Physical Intervention

Policy reviewed and amended September 2019

1. **Our Mission Statement**

In partnership, families, school and parish are working together to meet our mission which is to,

***Work together, learn together, play together and care together in God’s love to enable each unique person to achieve their full potential.’***

Everyone wishes to do their best for the children in everything we say and do, to set an example through good citizenship based on Gospel values so that our children too will aspire to be like Jesus Christ.

1. **A whole school approach – Our Gospel Values**

The Positive Behaviour Management Policy is to be read in conjunction with the Home School Agreement and the Anti-Bullying Policy. The children, parents, staff and governors have been consulted in the writing of this policy.

This policy is in line with and supports our Mission Statement and encompasses the values given to us by Jesus Christ through the Gospel.

We believe that everyone in school has the right to be respected as an individual. Through living by the Gospel Values, we strive to create a happy, protective and encouraging environment where our children can learn and grow into independent and respectful individuals. We believe that teaching children the skills of self- discipline, co-operation, respect and tolerance towards others are a crucial part of the curriculum and more importantly are essential skills needed in today’s society. Without these skills, our academic objectives cannot be achieved and so by working closely in partnership with parents, our goals can be achieved.

Good standards of behaviour in the classroom are to a large degree determined by the quality of the curriculum, the use of a range of pedagogy and through praise. All our staff, in the classroom and on the playground, share a positive approach to behaviour management and the emphasis is placed on rewards to reinforce and make examples of good behaviour at all times.

At St Anne’s, we firmly believe that our children need to understand that their behaviour in school is their choice and that they need to learn to make the right choice. Staff will frequently remind children that if they choose to behave in a negative way, there will be consequences. Where children choose the correct behaviour, then they will be praised for making the right choices.

To encourage our children to follow in the footsteps of God, we have centered our reward system around the Gospel Values. We have dedicated each month of our school year to a different value and encourage our children to follow this value. At the end of the month, children will be rewarded with a Gospel Value Certificate, if they have demonstrated outstanding behaviour within this area.

**The Gospel Values for each month include-**

**September – Acceptance**

We accept new people and welcome them into our lives.

**October – Nurturing**

We support each other in developing new friendships and skills.

**November – Patience**

We have patience with one another and help each other to develop.

**December – Hope**

We try hard to overcome difficulties and hope to succeed.

**January – Peace**

We work with one another to develop school co-operation.

**February – Trust**

We trust in each other to try new challenges.

**March – Mercy**

We offer each other forgiveness when somebody hurts us.

**April – Joy**

We celebrate each other’s achievements.

**May – Caring**

We share and care for one another.

**June – Friendship**

We show kindness through playing with each other.

**July – Strive**

We try to achieve all our goals, through determination.

All staff and children at St Anne’s are aware of these values and they are displayed clearly in every classroom and communal area.

1. **Other special achievement awards**

Alongside our Gospel Value of the Month Certificate, two children from each class are rewarded with a certificate on a Friday as follows-

**Week One - Good Citizen Award**

**Week Two - Super Learner Award**

**Week Three - ‘You did something special …’ Award**

**Week Four – Gospel Value of the Month Award**

1. **Behaviour Systems**

Throughout the school, a traffic light system is used to visually support the children in making positive behaviour choices, (RED - poor, Amber - warning, and Green - good).

During the day, children have the opportunity to move up and down the traffic lights, encouraging them to make positive choices.

We believe that good behaviour is an expectation, however, we ensure that throughout the day we comment and praise children verbally and with other rewards to show our appreciation for children’s good behaviour choices. Rewards are decided by the class teacher:

These may include:

Class Dojos

Kanexion achievement points

Use of stickers/stamps

Use of praise

Star of the day/ week

Table of the day/ week

Prize box

Friday Golden time (EYFS/Key Stage One only)

Approval by other staff - visiting other teachers, SMT or the Head Teacher

Postcard home

The school uses Class Dojo and Kanexion; interactive class systems which reward the children points for positive behaviour, hard work, and achievement. Kanexion is accessible by parents at home to monitor how their child is behaving at school.

Within each class, children choose additional rewards for achievement, e.g. 20 points = reward box, 30 points= tea party with SMT.

One of our rewards is a short tea party for children with their phase leader/SMT. The amount of points needed for each reward will be chosen by the class and are age appropriate.

1. **Classroom Behaviour**

At the start of each school year, teachers and teaching assistants will work together with their class in order to understand our Gospel Values and form their own classroom rules.

Each classroom will display a zone board for behaviour comprising of, green, amber and red. This will help support children and staff in monitoring behaviour.

1. **Guidelines for Using Rewards Effectively**

• Rewards are more effective when given immediately

• We will reward the behaviour every time it occurs, especially initially

• We will only reward when the required behaviour has been demonstrated

• Once behaviour has become established, rewards will be made a little harder to achieve and may be given less frequently as it is expected that behaviour will then soon become ‘the norm’.

1. **Our Behaviour Zones**

**GREEN ZONE**

* Everyone begins the day in green - new day, new start!
* Everything is as expected (work, play, behaviour)

**AMBER ZONE**

* Disrupting lessons
* Wasting time in lessons
* Spoiling other children’s playtimes
* Talking when the teacher is talking
* Not sharing and taking turns

**RED ZONE**

* Repeated AMBER zone
* Refusal to co-operate
* Physical violence
* Swearing
* Stealing
* Dishonesty
* Bullying of any kind
* Racist comments
1. **Behaviour Zone Rewards and Sanctions**

GREEN ZONE

Pupils who remain on GREEN all day will:

* Be congratulated by their class and teacher.

AMBER ZONE

Pupils who move into AMBER are given the chance to get back to green within the session/ playtime, by changing their behaviour. If they remain in amber at the end of a session/ playtime, they will:

* Have to explain the reason of their move to ensure they know what was wrong with their choice of behaviour.
* Apologise for their behaviour.
* Lose 5 minutes of their play/ lunch time for each incident; spent with their class teacher.

At playtimes, Amber behaviour will be recorded by the child’s name being written in the behaviour book and the child will be given a 5 minute time out at the wall. If the child changes their behaviour and doesn’t have a repeated time out during that playtime, they are considered to be back to green and the behaviour will not be logged on the folder or on Kanexion.

RED ZONE

Pupils who move into RED will:

* Have to explain the reason of their move to their Phase Leader, to ensure they know what was wrong with their choice of behaviour.
* Apologise for their behaviour and reflect on ‘What Jesus would like them to behave like’.
* May need to take 10 minutes ‘time out’ to calm down and reflect on their actions immediately
* Lose 10 minutes of play/ lunch time for each incident; spent with their Phase Leader, completing a behaviour reflection sheet. Receive a RED letter from the Key Stage Leader to take home in order to inform parents of the behaviour citing whether this is the first, second or third incident. This letter will contain a reply slip to ensure that the parent receives it.

Amber and Red Behaviour points will also be logged on Kanexion and can be viewed by children and parents using their access code. Lunchtime behaviour points will be logged in Key Stage Lunchtime Behaviour Folders. The Senior Lunchtime Organiser will collect these folders on a Friday afternoon and log the behaviours on Kanexion.

1. **Dealing with and Recording Red Behaviour**

In our school, we recognise that behaviour difficulties are normal, as children are still learning and testing the boundaries of acceptable behaviour. Pupils who move into the red zone will follow the sanctions describe above.

If a child is moved into the red zone, a behaviour record must be completed by the staff addressing the behaviour (or logged in the Lunchtime Behaviour Folder), using the Kanexion online recording system. The child should be sent to a member of SMT.

The SMT will review red behaviour incidents and deem whether a red letter will be written by SMT and sent to parents or whether the parent/career will be spoken with at the end of the School day.

During their next playtime, the child will be asked to reflect on their own behaviour and the choices they have made. They will be asked to think about how Jesus has taught us to behave through the Gospel values – All staff will ask children to reflect on phrase “What would Jesus do?”

The Kanexion system will be used by SMT to monitor amber and red behaviour throughout the school. If children are persistently receiving amber and red behaviour points, parents will be invited into school to discuss behaviour and an Individual Behaviour Plan will be considered.

Through monthly analysis, SMT will be able to see if any children require further support or intervention with behaviour, using school resources.

**Supporting Intervention for behaviour**

* Peer mentoring
* Key worker mentoring
* Social skills
* Volcano in my tummy
* Support work from CARITAS
* School nurse referrals
* Lego therapy
* Super skills
* Play therapy

After three RED incidents from the same child, the Key Stage Leader, the teacher, the child and the Head Teacher will meet together in order to discuss the matter further. This should take place as soon as possible and normally within a few days of the incident. After the sanctions of the incident have taken place and an improvement in behaviour has been demonstrated, a new start will be given for that pupil.

At the beginning of each new school year, a new start will be given for all pupils; any existing RED incidents are not carried over to the next school year.

1. **Individual Behaviour Approaches**

If a child is having particular difficultly with their behaviour, due to SEN or other social issues, then the SENCo will develop with parents, staff and pupils an Individual Behaviour Plan. This will normally reflect the whole school approach, but may be broken down into smaller targets.

1. **Further Sanctions**

Further sanctions which may be used when necessary.

• Loss of playtime in order to complete work.

• Time out of the classroom to work under the supervision of another member of staff.

• Repeated unacceptable behaviour at playtimes and dinner times may result in time off the playground with cooling off time with a senior leader if necessary.

Loss of privilege is an option, e.g. time out/ banned from school clubs or attending school events. In serious cases, pupils may not be allowed on school trips or educational visits if it is felt that they may be a danger to themselves or others.

• For consistently bad behaviour during dinner times, parents may be required to take their child home for lunch and return them back in time for the afternoon session.

• For persistently bad behaviour, class teachers may also wish to utilise their own positive behaviour strategies of sticker charts, marbles in a jar, raffle tickets or a home-school diary.

• Repeated bad behaviour may lead towards the pupil being put on a:

‘Behaviour Report Card’ where staff record the child’s behaviour in a lesson using smiley faces and/ or comments. The Behaviour Report Card will then be shown to the Key Stage Leader at the end of the week and a signature from home will also be required. The charts will be kept in school.

• The ultimate sanction of exclusion from school will only be used in exceptional circumstances. In such cases, the Head Teacher will inform the Chair of Governors.

1. **Guidelines for Using Sanctions Effectively**
* Pupils need to know why they are being punished and will be given an opportunity to make amends.
* Pupils need to be reminded that their behaviour is chosen by them and if they misbehaved then they have made the “wrong choice”.
* All staff should use ‘the language of choice’ when dealing with behaviour incidents.
* Sanctions will be applied fairly and calmly and in a way that maintains self- respect and will not be used to humiliate.
* Sanctions will be used consistently.
* As far as possible, sanctions will be given immediately after the misdemeanor.
* Care will be taken to ensure that the sanction is appropriately matched to the nature of the offence and the child involved.

**Appendix 1 – Values Assembly Guidance**

* Children enter the assembly hall to ‘positive’ background music.
* Praise classes who enter quietly and sit sensibly. Point out particular children who are displaying super behaviour. Have 8-star sitter chairs to move children to who are showing good behaviour.
* During the assembly, the children who are being awarded a certificate will sit on the benches at the side of the hall.
* These children will be included in the School weekly Newsletter.

**Appendix 2: Behaviour Display Resources**

GREEN ZONE

EXCELLENT!

You have behaved well all day, as expected.

CONGRATULATIONS!

...KEEP GOING!

Amber Zone

OH DEAR!

You have made the wrong choice… do

you know why it was wrong?

Change your behaviour to get back to green before the end of the session.

If you are still amber, take 5 minutes time out during your break, to think about your actions.

**Red Zone**

OH DEAR!

This is very disappointing.

You have made the wrong choice.

Is this how Jesus would live?

Think about what would Jesus do?

Take 10 minutes time out to think about your actions.

You must report to your Phase Leader to explain why you are in this zone, then, lose 10 minutes playtime. A Red Letter will be sent home.

**Appendix 3:**



 St Anne’s RC Primary School

Moss Bank Crumpsall Manchester M8 5AB

 Tel: 0161 740 5995

 Acting Headteacher:Mrs J. Miles

School Web site: **www.stannescrumpsall.co.uk**

RED Letter

Dear Parent/ Carer of …………………………………………

I am writing to let you know that, unfortunately, your child’s behaviour today resulted in them being put on the Red Zone.

This is the …………….incident of this kind we have written to you regarding your child’s behaviour.

The reason for this was ……………………………………………………………………………………………………………………………..

………………………………………………………………………………………………………………………………………………………………….

This meant that your child had to spend 10 minutes reflecting on their behaviour in their own time. Hopefully, your child has reflected on the choices they made and will make the right choice next time.

We would appreciate it if you could speak with your child about their behaviour today and support them in making the right choice next time.

Yours sincerely

Mrs Haggett

Acting Behaviour Lead

**Appendix 4:**



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RED Third Letter

Dear …………………………………………

I am writing to let you know that, unfortunately, your child’s behaviour today resulted in them being put on the Red Zone. The reason for this was ………………………………………………………………………………………………….

………………………………………………………………………………………………………………………………………………………………….

As this is the third incident of this kind, we are writing to let you know that a meeting has been arranged to discuss the behaviour.

This will be held on ………………………………………………………………………………………………….. with …………………..

……………………………………………………………………………………………………………………………………………………………….

If, for any reason, you are unable to attend, please contact the School Office to make an appointment.

 .

Yours sincerely,

Mrs Haggett

Acting Behaviour Lead

**Appendix 5**

**Reflecting on my behaviour - Key stage 2**

Name: …………………………………………………………………………… Class:…………………………..

We all make mistakes and take the wrong path. How have you forgotten to follow Jesus’ Path? Select the value you think you haven’t followed and try to write why.

**Respect Forgiveness Love Faith**

**Sharing Service Charity**

I have not shown good by

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

What would Jesus do now to find his way back to God?

 …………………………………………………………………………………………………….

 ……………………………………………………………………………………………………….

……………………………………………………………………………………………………… ………………………………………………………………………………………………………………………………………………………………………………………………………………

What would Jesus do next time?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**My Poor behaviour choice- EYFS & Key stage 1**

Name: …………………………………………………………………….. Class: ……………………………………….

What wrong choice have I made?



 **Not doing Not playing Being mean Fighting**

 **my work with others**

**Disrupting lessons Not following instructions**

 **What would Jesus do now?**



 **Say sorry make friends listen more**

 **What Would Jesus do next time?**

………………………………………………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………………………………………

Appendix 6

Record of incident of Restrictive Physical Intervention (RPI)

|  |
| --- |
| **Child’s name and class:** |
| **Time, date and location of incident:** |
| **Duration of incident:** |
| **What happened?** |
| **Circumstances leading up to the incident:** |
| **Strategies used to de-escalate the situation:** |
| **Staff involved:** |
| **Witnesses:** |
| **Reasons for using RPI:** |
| **Details of holds used:** |
| **Details of resolution:** |
| **Support provided after the incident (staff and child/ren):** |
| **Details of any injury or medical attention required (staff and child/ren):** |

Head Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_