



St Anne's Catholic Primary School

Behaviour Policy

Vision Statement: With Christ in our hearts, we live life to the full.

I have come so that they may have life and have it to the full John 10:10

Our Vision and Ethos

At St Anne's Catholic Primary School, our approach to behaviour is rooted in Gospel values. We are a nurturing, inclusive community where every child is valued and encouraged to "live life to the full."

We believe that good behaviour is learned through:

- Clear expectations
- Positive role models
- Consistent routines
- Strong relationships

We aim to help children develop self-discipline, take responsibility for their actions, and show respect, kindness, and compassion to everyone – just as Jesus did.

Legal Framework

This policy is based on current legislation and guidance, including:

- Education Acts 1996, 2002 and 2006
- Equality Act 2010
- Keeping Children Safe in Education
- DfE *Behaviour in Schools: Advice for Headteachers and School Staff* (2022)
- SEND Code of Practice (2020)

It should be read alongside the school's Safeguarding and SEND policies and the Blessed Christopher Wharton Catholic Academy Trust's Anti-bullying, Exclusion and Restrictive Interventions and Use of Reasonable Force policies.

Our Approach to Behaviour

We promote positive behaviour through:

- Gospel values and virtues
- Consistent expectations across school
- **Zones of Regulation** - to support emotional understanding
- **My Happy Mind** programme - to build resilience, emotional literacy, mindfulness, and wellbeing
- **Sensory Circuits** - to help children regulate energy, focus, and emotions before learning
- Positive reinforcement and praise
- Clear, fair consequences
- Strong communication with parents

De-escalation and Nurturing Classrooms

We focus on creating calm, nurturing classrooms that reduce the likelihood of escalation. Staff use strategies such as:

- Calm, clear instructions and tone of voice
- Positive reinforcement
- Offering choices and reflection time
- Supporting children to self-regulate using **Zones of Regulation** and **My Happy Mind** techniques and **Sensory Circuits**.

Classrooms are designed to promote focus, independence, and co-operation. By building strong relationships and modelling respect, we create a space where all children feel safe, valued, and ready to learn.

Expectations

For Everyone

- Show respect, kindness, and good manners
- Listen carefully and follow instructions
- Work hard and allow others to learn
- Take care of the school environment

For Children

- Take responsibility for their behaviour
- Wear uniform with pride
- Look after property and resources
- Follow school rules in class, at break and lunch times, and on school visits

For Staff

- Be positive role models
- Be consistent, calm, and fair
- Build strong relationships with children
- Adapt approaches to meet individual needs
- Communicate regularly with parents

For Parents

- Support school expectations and values
- Communicate concerns promptly
- Work in partnership with staff
- Reinforce positive behaviour at home
- Follow the Trust's Parents, Visitors and Carers Code of Conduct Policy

Rewards

We actively recognise and celebrate positive behaviour and effort through:

- Regular praise – verbal or written
- Stickers
- 'Living life to the full', Virtue or Superstar certificates
- Sharing work with others – peers, staff, parents (e.g., in class or Celebration Worship)
- Monster Points (whole-school system)
- Communication with parents (in person, phone, or Arbor)

Consequences

Most low-level behaviour will be addressed by the class teacher. We use clear and consistent steps to address low-level inappropriate behaviour. All consequences focus on the behaviour, not the child.

Examples of Inappropriate Behaviour

- Calling out or disrupting learning
- Not following instructions
- Running or unsafe behaviour
- Misuse of equipment or environment

Step-by-Step Approach

1. Gentle reminder – Clear explanation of expected behaviour
2. Warning – Clear consequence explained
3. Reflection time and consequence – Loss of part of break/lunch time or loss of a privilege or responsibility to reflect or complete work.
4. Escalation – if the behaviour persists, SLT (phase leads) will become involved. Clear consequences will be explained, which may include internal exclusions, suspensions or exclusions. Behaviour will be logged onto CPOMs and parents will be contacted.

Where appropriate, children are supported to reflect on their choices and consider how these have affected themselves and others, with guidance provided to help them make more positive decisions in the future.

At Stages 1 – 3, staff may offer the child some time away from a situation to help them regulate their behaviour, e.g., **Zones of Regulation** or **My Happy Mind** techniques or a **Sensory Circuit**.

Escalation Pathway

Class Teacher: handles low-level classroom or playground incidents.

Phase Leader/SLT: handles persistent/disruptive behaviour or more serious behaviour.

Deputy Headteacher: manages serious or repeated behaviour.

Headteacher: manages extreme/high-risk behaviour (bullying, racism, aggression, theft, endangering safety).

Parallel positive track:

- Praise good choices at all stages
- Reinforce virtues, Gospel values and wellbeing strategies (Zones of Regulation, My Happy Mind, Sensory Circuits)
- Communicate achievements to parents

Lunchtimes and Lunchtime Supervisors

Lunchtime is an important part of the school day, and our staff ensure it is **safe, calm, and nurturing**. Lunchtime Supervisors (LSAs) are responsible for:

- Promoting the school's Christian values and behaviour expectations
- Supervising children in the dining hall, playground, and other communal areas
- Using the same **positive reinforcement, consequences, and escalation procedures** as classroom staff
- Supporting children to use **Zones of Regulation, My Happy Mind**, and **Sensory Circuits** to manage emotions and behaviour
- Communicating any incidents or concerns to class teachers (or SLT if needed)

Children are encouraged to **take responsibility for their own behaviour at lunchtimes**, showing respect to supervisors and peers. Persistent or serious incidents during lunchtime follow the same **escalation pathway** as classroom behaviour.

Serious Behaviour

Serious incidents include:

- Bullying or racism
- Physical aggression or fighting
- Abusive language
- Behaviour that risks safety or damage to property

These incidents are: investigated by SLT; recorded and monitored; shared with parents; sanctioned appropriately, which may include exclusion (internal or external)

Bullying

Bullying is not tolerated at St Anne's. It is defined as behaviour that is:

- Repeated
- Intentional
- Hurtful (physically or emotionally)

We investigate promptly, support all involved, record incidents, and involve parents. Cyberbullying, racism, and sexual harassment are treated seriously. Children are encouraged to speak to a trusted adult if they are worried.

Safeguarding and Behaviour

Behaviour is closely linked to safeguarding.

- All concerns are recorded appropriately
- Staff always follow safeguarding procedures
- External agencies may be involved where needed

Special Educational Needs (SEND)

We recognise that some children need additional support with behaviour.

- Adjustments are made where appropriate
- Individual plans may be used and/or a risk assessment
- The SENDCO works closely with staff and parents
- Expectations remain high, with appropriate support in place

Positive Handling

In rare circumstances, staff may use reasonable force to prevent harm or maintain order.

- Actions are proportionate and reasonable
- The school will follow the DfE Restrictive Interventions guidance from April 2026 and the BCWCAT Restrictive Interventions and Use of Reasonable Force

Communication and Monitoring

- Behaviour is communicated between staff, including lunchtime staff
- Parents are kept informed where needed
- Staff follow consistent systems across the school
- This policy is reviewed annually by the Headteacher, SLT and the Academy Council

At St Anne's, we believe that every child can succeed. Through strong relationships, clear expectations, and a shared commitment to Gospel values, we create a school where everyone can flourish.