

St Anne's Catholic Primary School - Relationships and Behaviour Policy

At St Anne's Catholic Primary School, we strive to build strong, positive relationships throughout our school community, providing a warm and caring learning environment. We are guided by the teachings of Jesus to create a place where everyone feels valued and safe.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Governors' Written Statement of Behaviour Principles

Policy Reviewed Autumn 2025

Renewal Autumn 2026

Our school rules are simple and clear: **Be Ready Be Respectful Be Safe**

We believe every child should be happy, confident, and respectful. High expectations are set for everyone, and good behaviour is encouraged. We recognise our role in supporting the pupil's understanding of good behaviour choices and set clear expectations for different areas around school. To ensure our school rules are followed, children will show:

Table 1 – Positive Behaviour Characteristics

Connected Classrooms	Positive Playtimes	Calm Corridors	Happy Hall
<p>Ready to learn</p> <p>Focusing and staying on task</p> <p>Listening to and following instructions</p> <p>Using indoor voices</p> <p>Treating people and resources with respect</p> <p>Moving safely around classroom</p>	<p>Safe choices with our hands, feet and words.</p> <p>Sharing equipment and showing responsibility for it.</p> <p>Treating people and resources with respect.</p> <p>Listening to and following instructions.</p> <p>Walking to lines and in single file to classrooms.</p>	<p>Whisper voices</p> <p>Walking in single file</p> <p>Showing respect to others as we pass them.</p> <p>Holding doors and showing manners</p>	<p><u>Assembly/Prayer and Liturgy:</u></p> <ul style="list-style-type: none"> • Silent Voices • Walking in single file • Non verbal instructions followed sensibly <p><u>Lunch times:</u></p> <ul style="list-style-type: none"> • Indoor voices • Using manners and treating all people with respect • Walking

To ensure that our school rules are followed, staff will:

Create a Positive and Safe Environment

Ensure that classrooms and wider school environments follow our INSPIRE curriculum; are positive and welcoming. Classrooms will support emotional regulation with: daily emotional check ins during register time. Regulation Stations, Calm Boxes, regular Brain/Movement Breaks planned within all lessons as well as Daily Mile time.

Show Positive Reinforcement

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

STAR Awards (Appendix 1)

Children are encouraged to follow our three school rules by showing the behaviour characteristics listed in table 1.. Staff will reward these behaviours with immediate 'STAR' tokens. Children can collect these weekly and trade in 10 for a Star Sticker on their own chart. Children who collect 10 Star Stickers (100 STAR tokens) will be rewarded with a special meeting with the Head Teacher and a seasonal treat (Hot Chocolates, Lemonade, Ice Lolly)

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Recognition Rainbow

A Recognition Rainbow will be used in classrooms to foster positive and social or learning behaviours from all children. Teachers will set a class target behaviour that they wish to encourage and reward those showing this by placing names on the rainbow. Once all children are on the rainbow., the class will receive an extra playtime as reward. Staff are encouraged to verbalise their reasons for awarding a place on the recognition rainbow so as to share positive role models to other children.

Positive and Engaging Routines

Use of call and response to gain attention or to deliver instructions, singing, rhymes and chants to support all learners and to promote inclusive team approaches to tasks such as tidying up, lining up, moving around school.



Use of silent, visual cues for instructions e.g. 1,2,3 to maintain calm and friendly environments. Promote safe choices and movement around school and classrooms through positive behaviour management strategies e.g. children entering class in small groups, lining up in small groups.

Addressing: Behaviour that does not withhold our rules

While our emphasis is on positive behaviour, we understand that sometimes sanctions are necessary. These will: deter similar behaviour and help the pupil learn from their mistakes and make positive changes. These will be dealt with using 3 stages;

Emotional Empathy, Encourage and Enforce

1. Emotional Empathy

Children will be offered emotional support regarding their behaviour;
e.g. _____ are you ok? I have noticed you seem _____, is there anything I can help with?

2. Encourage

Thank you for telling me how you feel/what has distracted you, I know that you can refocus now and start to work/move safely etc. Praise for the change in behaviour.

3. Enforce

Thank you for telling me what was distracting you, I have worked with you on this task, now you need to complete this part following our rules. I know that you can do that.

If the behaviour does not improve:

Refusal to change behaviour choices will lead to time with teacher before playtime/lunchtime. This is a reflective and restorative time where the child and

class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school rules and to encourage positive behaviour in future. (2 minutes)

Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected now?
6. **What should we do to put things right?**
7. If this happened again how could we do things differently?

Any work time lost due to behaviour choices will result in the child completing their work at play time or lunchtime. (15-20 minutes)

If the above steps do not promote a change in behaviour then the following process should be used:

Time out/Cool off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area of the classroom with resources to support regulation of emotions. Regulation Station, Calm Box In some cases, this may require time outside of class – walk on the mile/playground with an adult.
Internal referral Log on CPOMS Parents informed	Child taken to another room/area to calm down, restorative talks and to prepare to return to work. Following this: 5 minutes at lunch/playtime for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
Support Step Log on CPOMS Parents Informed	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

Tracking behaviour: Appendix 2

Continued and persistent misbehaviour choices will be logged on a class Cause for Concern form, shared with SLT and saved to CPOMS. This will result in a restorative talk including the child, teacher and an SLT member. During this, a plan for the child with an age-appropriate behaviour target and timeframe will be created. This will be shared with parents and signed at the start and end of process.

Additional Support

As a school, we recognise our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and as such, additional support is available, through the school's SEND system for pupils who have social, emotional and behavioural needs. We also recognise that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible. For pupils with more significant difficulties, the school will work in partnership with outside agencies such as the Educational Psychology Service. We may also consider the involvement of Social Care and Health Services.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

We shall follow DFE Guidance as of February 2024 which states A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance. As is explained above, this does not necessarily mean that a disabled child will be exempt from sanction.

We recognise that some children require individual plans for their behaviour choices and in these cases Levelled Behaviour Plans will be created, shared with appropriate staff and families. See Appendix 3.

Partnerships with Parents and Carers:

We believe in working collaboratively with parents and carers to support each child's development and treat each situation fairly and consistently. Any behaviour concerns will be addressed with parents in a timely manner and conversations



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logged on CPOMS. Sharing a Cause for Concern form with a parent will be after previous conversations and never the first correspondence unless deemed necessary by SLT.

Exclusions and Safety Measures

In cases where behaviour poses a risk to others' safety or welfare, the school has the right to take serious actions, including permanent exclusion, to maintain a secure environment.

This policy applies not only within the school premises but also during travel to and from school and all extracurricular activities, ensuring our duty of care is upheld at all times

Appendix 1



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STAR AWARD CHART



NAME _____ CLASS _____

10	20	30	40	50
60	70	80	90	Well done - you have reached 100 STAR Awards!

Pupil Concern Form – Behaviour

Please complete all information, save to CPOMS and forward to the SLT.

Name of Pupil:	
Class/Year Group:	
Any existing confirmed SEN or diagnosis:	Y/N (If yes, please give details)
External agencies involved with child:	
Form completed by:	
Date added to the whole school P&R document:	

Persistent Area of Behaviour

Refusal to work

☐

Negative physical behaviour

☐

Negative verbal behaviour

☐

Communication and interaction

☐

with peers

Main concerns: Describe any presenting difficulties and how this is affecting the pupil/class/staff. Include any other relevant information about the pupil.



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Restorative Plan for Positive Behaviour

Interventions or strategies in place to support positive behaviour: Differentiation, planning, curriculum, behaviour targets and cues, bespoke learning plans etc.	Duration of intervention - Start and finish date (month/year)	Frequency of strategy – Daily, weekly	Impact – Has the intervention been successful? Include any progress data and/or soft information

Parents View Start Date: Signature:

Parents View End Date: Signature:



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Additional Information



Appendix 3

EXAMPLE

Levels of Behaviour Plan

Level of Behaviour	Examples of behaviour seen	Teacher response	Consequences
Low Level Disruption	<ul style="list-style-type: none"> Whimpering, head on the table Pushing equipment away or off the table. <i>Sulking/not cooperating with other children.</i> 	<ul style="list-style-type: none"> Ensure TA support during inputs and allow X to discuss her concerns. Use of Regulation Station or tools to indicate quietly how X is feeling. Remind X that it is ok to feel _____ but that it is not ok to do _____. Reaffirm what is ok. Allow X time to take a break and calm down – Using calming box. Ask X a second time and give 2 choices. 	<ul style="list-style-type: none"> X earns colouring/brain break box by completing tasks/ working and co operating so if X does not do these things then X doesn't get X rewards.
Medium Level Disruption	<ul style="list-style-type: none"> Shouting out No as staff are speaking Answering back Throwing things across the room. Refusal to follow instructions. Turning chair away from table Stamping feet. 	<ul style="list-style-type: none"> Ask to stop immediately. Remind X that it is ok to feel _____ but that it is not ok to do _____. Reaffirm what is ok. Ask X a second time and give 2 choices. 	<ul style="list-style-type: none"> CPOMS Offer of time outside of class – to do a job/go for a walk. Refusal to stop – remove from the classroom to calm down – LF Room, RV Room or LA Room or Walk around Mile or Playground (Team Teach if X is a danger to themselves or others - Caring C or Wrap). <i>X should have time to calm down and be given the choice to return to class</i> <i>Use Debrief sheets once calm and plan return together. TA support return of SLT if TA unavailable.</i> Pick up anything X has thrown/moved and apologise. Work missed completed in school or home.
High Level Disruption A	<ul style="list-style-type: none"> Aggressive behaviour towards staff and children Shouting across the classroom or at staff on the playground. Pulling things off walls Throwing objects at people. Hitting, kicking or pushing people 	<p>Choices given;</p> <ul style="list-style-type: none"> Stop immediately. Refusal to stop – remove from the classroom to calm down – LF Room BV room or LA Room. (Team Teach if X is a danger to herself or others - Caring C or Wrap). <i>X should have time to calm down in a range of ways suitable to her needs in that incident.</i> <i>This could be: colouring, dot to dot, walk outside, bubbles, listening to music etc.</i> 	<ul style="list-style-type: none"> Parent/Carers contacted CPOMS Time out of class and work completed out of class once calm. , Not return to class that lesson Apology (focus on restorative – use of debrief.
B	Refusal to calm down once out of class.		<ul style="list-style-type: none"> Out of class. Parent/Carer contacted to collect her.
C	Continued and persistent incidents.	Formal internal Exclusion based on level of behaviour/reported incidents.	<ul style="list-style-type: none"> Time in isolation with a member of staff with prepared work to complete. School Exclusion Form completed by staff with consequences clearly stated. Return to class meeting with Head teacher/Staff and carers,



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