Positive Behaviour
Management Policy

In partnership, together families, school and parish we are working 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.
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Policy reviewed and amended July 2018. Next review July 2019
1. **Our Mission Statement**

In partnership, together families, school and parish we are working 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.

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

The Positive Behaviour Management Policy is 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.

To encourage our children to follow 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 Value 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.

3. 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

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.

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 the children have the opportunity to move up and down the traffic lights, encouraging our children 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. This is often decided by the class teacher:

These may include:
- Class Dojo/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 (Key Stage One only)
- Approval by other staff- visiting other teachers or SMT/the Head Teacher
- Postcard home
4. **Whole School Reward**

We believe that everyone should have equal access to rewards, not just those who are academically able. At the end of each term all children who have followed Jesus’ examples and not received a red letter will take part in a reward afternoon.

Example of activities rewards may be:

- A team building session
- A chosen DVD
- A class trip
- An indoor/ outdoor picnic
- A party/ disco
- Theatre company performances

Rewards will be decided by SMT with input from the school council.

The school also use a Dojo system and Kanexion; interactive class systems which rewards the children points for positive behaviour, hard work, and achievement. This system is accessible by children and parents at home and allows the class teacher to communicate with parents in an open forum.

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

One of our special 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.
5. **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/the playground classroom window will display a zone board for behaviour comprising of, green, amber and red. This will help support children and staff in monitoring behaviour.

6. **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’.
7. **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 - lying  Bullying of any kind

Racial comments
8. **Behaviour Zone Rewards and Sanctions**

**GREEN ZONE**

Pupils who remain on GREEN all day will:

- Be congratulated by their class.
- Award a dojo.

**AMBER ZONE**

Pupils who move into AMBER and do not change their behaviour by the end of the session 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 play/lunch time for each incident; spent with their class teacher.

**RED ZONE**

Pupils who move into RED will:

- Have to explain the reason of their move to ensure they know what was wrong with their choice of behaviour, to their Phase Leader.
- 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.

• Will not take part in the end of term, whole school reward afternoon.

Amber and Red Behaviour points will also be logged on Kanexzion and can be viewed by children and parents using their access code.

9. 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 described above.

If a child is moved into the red zone a behaviour record must be completed by the staff addressing the behaviour, using the CPOMS/Kanexzion online recording system. The Phase leaders, class teachers, behaviour lead (Mrs. Regan), Inclusion manager (Mrs. Radcliffe) and head teacher, should be notified of behaviour concerns via CPOMS.

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

During their next playtime the children 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?”

If a pupil receives a red letter home, they will not be able to take part in the
reward afternoon at the end of the term.

The CPOMS/kanexion systems will be used by SMT to monitor behaviour throughout the school. If children are being monitored or are on Individual Behaviour Plans then amber behaviour may be recorded as well where necessary to provide a more detailed analysis of behaviour.

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 CARTIS

School nurse referrals
- Lego therapy
- Super skills

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.

10. **Individual Behaviour Approaches**

If a child is having particular difficulty 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.
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.

11. 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.

GOLD children will also eat their lunch at a 'Golden Lunch table' on a Friday with staff members / SMT
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?

Take 5 minutes time out during your break, to think about your actions.

Now try hard to change your behaviour and get back to **green**, before the end of this lesson.
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.
RED 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.

This is the_______incident of this kind we have written to you regarding.

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

Yours sincerely

Mrs Orrell
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 second 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
__________________________________________________.

Yours sincerely,

Mrs Orrell
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 my work  Not playing with others  Being mean  Fighting

Disrupting lessons  Not following instructions

What would Jesus do now?

Say sorry  make friends  listen more

What Would Jesus do next time?