

Care Behaviour and Welfare Policy



At Saint Anne's we look to Jesus as our guide in praying and learning, so that we can strive to achieve all our God given talents. Each one of us is special and we accept and respect one another as children of God.

Statement of intent

We believe that in order to achieve the aspirations of Saint Anne's, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Saint Anne's School Care and Behaviour Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals with stakeholders.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016
- KCSIE 2018

This policy should be used in conjunction with the following school policies:

Inclusion policy

Safeguarding and Child Protection Policy 2018

School Family Mission Statement

At Saint Anne's we look to Jesus as our guide as we pray and learn, so that we can grow as friends together. Each one of us is special and we accept and respect one another as children of God. We believe:

Our Aims:

- ☺ To provide a safe and caring ethos, where Christ is at the centre of everything that we do.
- ☺ To apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour.
- ☺ To promote sound moral and social attitudes where children learn respect for themselves and others.
- ☺ To ensure that all staff feel supported in their determination to secure effective behaviour for learning.
- ☺ To ensure everyone associated with Saint Anne's Catholic Primary School is aware of our rules, rewards and sanctions including online behaviours.
- ☺ To monitor pupil behaviour in order to support more effective learning across the curriculum.
- ☺ To develop skills of staying safe online and reporting incidents to adults.

Our Golden Rules for a happy School

- ☺ We will do what adults in school ask us to do straight away
- ☺ We will be kind to each other and keep our hands and feet to ourselves
- ☺ We will always try to do our best and allow others to do the same
- ☺ We will look after our classroom and school and take good care of our belongings and those of others
- ☺ We will talk quietly and respectfully to everyone

☺ We will move sensibly around the school and playground

Roles and responsibilities

Staff members will:

- Implement the school's Care and Behaviour Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Use the school's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Record care and behavioural events, both positive and negative by following the correct reporting procedure.
- Raise any concerns regarding pupils' care welfare or behaviour with the relevant SLT member or Headteacher.
- Take the necessary steps to effectively manage pupil behaviour.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Intervene promptly when they encounter poor behaviour or unexplained absence.

- Immediately contact the Headteacher and the rest of the SLT when there has been a serious breach of the school's Golden rules.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log

Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour.

Pupils will:

- Abide by the Home-School Agreement and the school's Care and Behaviour Policy at all times.
- Act as positive ambassadors and representatives of Saint Anne's through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

Parents/carers will:

- Abide by the **Home-School Agreement**, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the **Care and Behaviour Policy**, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at **Saint Anne's** with the pupil's **classroom teacher or SLT**.

- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question **Saint Anne's** decisions regarding their child's behaviour.

Rewards and Praise

Saint Anne's has a system in place which rewards pupils for displaying good behaviour and progress in their learning, through the following methods:

Certificates/postcards

Citizen and friendship awards

Merits

Stickers

Golden stamp in planners

Headteacher awards

Verbal praise

Children receive merits for their House group which are awarded for good behaviour, a positive attitude, a kind deed or work ethos, one is usually awarded or two if it is exceptional.

A running total is kept weekly and a cumulative total for the academic year, a trophy is awarded to the House group who have achieved the most merits. The trophy is presented in an end of year assembly and the successful group's name engraved on the shield which is on display in the entrance hall. Similarly there is a cup awarded annually to the House that has excelled collectively in sport.

Our weekly newsletter features the names of the children who have gained recognition in their classroom during the previous week and have been recognised as Pupils of the Week. There is a display of their photographs on the entrance hall screen and an acknowledgement of their achievement.

Staff keep a record of who has been awarded recognition to ensure that every child is recognised at some point in the academic year.

You've got post

Staff may nominate children for postcards to be sent to their homes by the Head teacher as a surprise to acknowledge exceptional work, effort, kindness or contribution to our school community.

You've been noticed

Children may also be "noticed" by a member of staff and receive a certificate in Star Assembly because of the help they have given to someone, an act of kindness or a particularly good effort in class.

Citizenship/Friendship Awards

In addition to merits being awarded for kind deeds, we nominate a child from Key Stage One to be presented with a Friendship award and a child in Key Stage Two, a Citizenship award each week.

School Council

Elections are held annually in the autumn term and two children are elected from Year One through to Year Six. The Council meets at least monthly to discuss suggestions or problems put forward by individual year groups or staff as well as working on specific projects to support our school. The group is allocated an annual budget but may also request additional funds to support an initiative.

Virtues and Values

Every half term we teaching the Jesuit values and awards are given in assembly Weekly for pupils who consistently show these.

Jesuit Pupil Profile

Pupils in a Jesuit school are growing to be . . .

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and wise in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

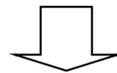
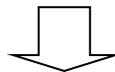
Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

Learning Mentors

Children who are identified as having additional needs are referred as part of their programme of support to our Learning Mentor or Health Mentor. They will see the child regularly and liaise with the SENCO, the child's class teacher and any appropriate outside agency including parents to support with positive behaviour.

Disciplines and sanctions

We use a traffic light system within the classroom to support children in following the class rules and all Key Stage One and Two year groups follow this colour code. All children in the class will have their names or pictures on the green light at the beginning of the day as each day is a fresh start.



GREEN - all rules are being followed and work is being completed but if a child is not following a class rule there will be:



A non-verbal gesture or eye contact to gain attention



A verbal warning stating clearly the unwanted behaviour



Orange - a rule is continuing to be broken despite a clear warning and the opportunity to comply, so the child's name is recorded on the board



RED - a rule is continuing to be broken after the child's name has been put on the board therefore they are being moved to a time-out desk and chair for five minutes where they will continue with their work.

There will be a sand timer on the identified desk in Year One to Year Six as well as reflective sheets which so that they are always available for the children in the class:-

- Draw a picture or write about what they have done
- Ask for support by speaking to a mentor



Automatic loss of playtime or dinnertime if the child has returned to their seat and has continued not to comply with class rules A form must be completed and given to the child to take to the library during morning play and to the appropriate Senior Leader at Lunchtime.



The child is sent to their partner classroom for a period of five minutes before returning to their classroom. A desk & chair should be near the classroom door and there should be minimum or no interaction between the child and the receiving teacher. No child should be sent to a partner class or to the Headteacher without work unless there are exceptional circumstances.

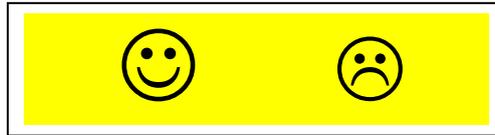
Y6/Y5

Y4/Y3

Y2/Y1

In Reception class, the teacher will operate a happy and sad side of the board. All children will start the day with their name on the "happy" side of the board but their name will be moved to the "sad" side if they do not follow a school rule

after receiving a clear warning. [The teacher will put a symbol next to the child's name if they don't yet recognise their name.]



The child may be sent to a time out chair or asked to sit next to an adult if they continue not to follow a class rule. Only in exceptional circumstances will they be sent to another classroom.

External Agency Support

There are times when the strategies in place in school do not have the impact required and unwanted behaviours persist, in these cases we engage the support of outside agencies including the Behaviour Support Service, or the Educational Psychologist. We subscribe to an enhanced level of service from the Behaviour Support team in order to secure the support required for individual children. This may include support in school or at the Behaviour Support Centre for an intense level of input.

Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This will only be done in exceptional circumstances and by or with the permission of the Headteacher.

The use of reasonable force will always consider the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

Isolation

Isolation of children from their peers exists as the final back up to staff when all other attempts to modify student behaviour are exhausted or the situation is of a sufficient level of seriousness and volatility that the member of staff feels that removal from a situation is necessary. This allows pupils who are repeatedly making poor choices to be placed in an area away from other pupils

for a limited period; this can occur during the school day or during break time or lunch time. A student may be placed in isolation for any of the following reasons:

- As a result of a serious incident in school;
- A fixed term exclusion;
- Awaiting fixed term exclusion.

The use of isolation will always consider the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

Persistent difficulties:

We are always aware that the school must be a safe environment for everyone, and behaviour which may jeopardise this has to be addressed. We have identified these main areas of concern -

- Persistent disruption - when other people are continually unable to work or play in a safe and uninterrupted way.
 - Persistent verbal abuse - when other people are continually taunted threatened or called names due to their sex, race, religion or culture, age or physical, emotional and educational abilities.
 - Persistent physical abuse - when other people are continually unable to play or work in safety, due to their sex, race, religion or culture, age or physical, emotional and educational abilities. This includes the use of any weapons.
 - One-off offences - Occasionally, a one-off offence may be serious enough to warrant any of the

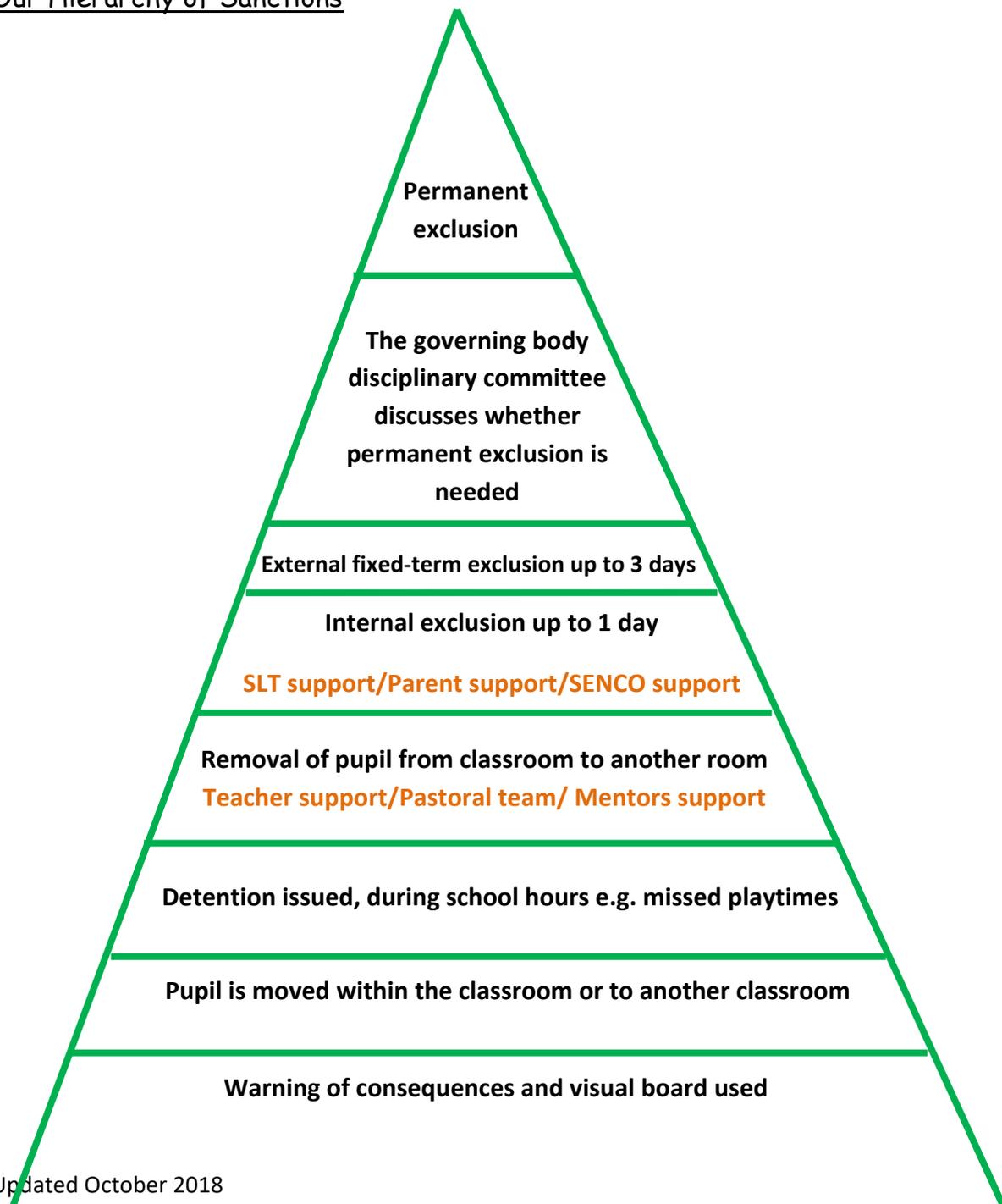
Exclusions

It is regrettable that there may be a need to exclude a child for their behaviour. The exclusion may be an internal exclusion, fixed term exclusion for a period of days or a permanent exclusion if the behaviour warrants this. Parents will be informed as soon as possible by telephone or if contact cannot be made, then by a hand delivered letter via the child and a duplicate letter through the post.

Monitoring and review

This policy is monitored for effectiveness by the **Headteacher, Pastoral Team and Governors** and will be reviewed every **two years**.

Our Hierarchy of Sanctions



Pupil is initially reminded about the rules

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