



Behaviour Policy

Date of Approval:	27 th January 2026
Review frequency:	Annual
Next review date:	Autumn 2026
Reviewed by:	Mrs Lorna Beckley, Behaviour Leader

This policy was agreed by the FGB on 27th January 2026. It will be reviewed in Autumn 2026, or sooner if required.

Mission Statement

St Anselm's is a community of faith, serving local families and providing a Catholic education. We strive to work in partnership with parents/carers and carers to:

- Inspire children to be ambassadors of Jesus through meaningful prayer, thoughtful reflection, exploration of the Gospel and acts of service;
- Ignite a love for life-long learning by encouraging and challenging children through purposeful learning opportunities;
- Include and value everyone, recognise and celebrate uniqueness and promote self-appreciation and mutual respect;
- Empower children to be ambitious, confident and aspirational now and in their vision for the future;
- Provide an environment where positive wellbeing and mental health ensures everyone feels safe, happy and loved as children of God.

Aims

This policy is designed to support the way in which all members of our school can live and work together to achieve our mission and ensure the well-being and happiness of all children. At St Anselm's, we recognise that mistakes happen and together with our Growth Mindset approach, we endeavour to support, nurture and educate children on how to change behaviours so that all children take responsibility for the choices they make.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Behaviour Culture

At St Anselm's, behaviour is taught, modelled and supported through strong relationships, clear routines and consistent expectations. We believe that positive behaviour grows from pupils feeling safe, valued and understood. Adults take responsibility for creating calm, predictable environments where children can regulate, learn and thrive.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

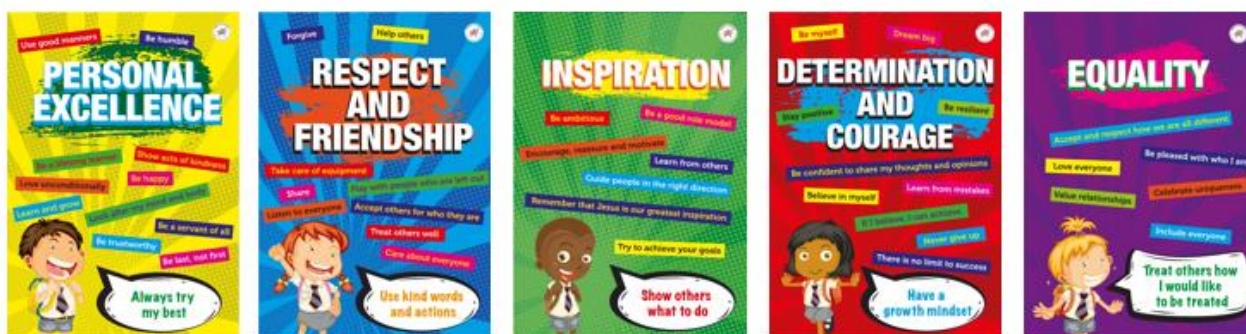
It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Our Values

At St Anselm's we do not have a set of school rules. Instead, the School Council worked together to develop a set of values which we expect all members of our school community to follow, both within school and while representing the school off site. These are known as the PRIDE values:



The children know, understand and use the PRIDE values as a guide for success in all elements of school life. They are displayed throughout the school on posters, which use words given by the children to explain what each value means. All staff are asked to regularly reinforce these values in the classroom. They are also used as a reference point for behaviour conversations, ensuring that pupils clearly understand which PRIDE value they are not adhering to when demonstrating different unacceptable behaviours.

Definitions

Inappropriate behaviour is defined as that which does not follow the PRIDE Values.

Serious unacceptable behaviour is defined as:

- Repeated breaches of the PRIDE values
- Continuation of inappropriate/ disruptive behaviour
- Serious disruption to learning of others
- Fighting, injuring another pupil, physical aggression toward staff
- Verbal/threatening abuse toward an adult/peers
- Abusive language
- Racist, sexist or discriminatory behaviour
- Non-compliance/complete refusal to cooperate
- Deliberately damaging school property or stealing
- Behaviour likely to endanger themselves or others
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any form of bullying

Bullying

Bullying is defined as the **repetitive, intentional** harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting an individual
Physical	Hitting, kicking, pushing, taking another's belongings, violence
Prejudice based and discriminatory including racial, faith based, gendered, homophobic/biphobic, transphobic or disability based.	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

What Bullying Is Not

When talking about bullying, it is very important for pupils, teachers, and parents/carers to understand what bullying is not. Many times, a single act or behaviour is hurtful, but it is not considered bullying. It is very important for the victim to know what bullying is not to make sure that when things seem hurtful, they will not fall immediately into the category of bullying, because the way to overcome bullying is different from the way to overcome other hurtful acts.

Not liking someone	It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of “I don’t like you” are unkind, but not acts of bullying.
Being excluded	Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it sometimes happens that when children play, they will include their friends and exclude others, and this is not an act of bullying.
Accidentally bumping into someone	When people bump into others, the reaction sometimes depends on the bumped person’s mindset. If they have had a bad day, they may think it was an act of aggressive behaviour, but if they are in the good mood, they may be more understanding. It is important for teachers and parents/carers to explain that some accidents happen without any bad intention.
Making other children play things in a certain way.	Again, this is very natural behaviour. Wanting things to be done our way is normal and is not an act of bullying. To make sure children do not fall into considering it as an aggressive or “bossy” behaviour, we need to teach them assertiveness. Again, although it is not fun or pleasant, this is not bullying.
A single act of telling a joke about someone	The difference between having a sense of humour and making fun of someone is very fine. It is important to teach children that things they say as jokes should also be amusing for the others. If not, they should stop. Unless it happens over and over again and done deliberately to hurt someone, telling jokes about people is not bullying.
Arguments	Arguments are heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. The argument itself is not a form of bullying. It is very important to distinguish between natural disagreements and bullying during an argument.
Expression of unpleasant thoughts or feelings	Communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is not a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgment about each other’s attitude and behaviour. If someone says to you, “I think this was not a nice gesture” or ‘You insulted me when you said this’, this is not bullying but an expression of thoughts and feelings.
Isolated acts of harassment, aggressive behaviour, intimidation or meanness.	The definition of bullying states that there is a repetition in the behaviour. Bullying is a conscious, repeated, hostile, aggressive behaviour of an individual or a group abusing their position with the intention to harm others or gain real or perceived power. Therefore, anything that happens once is not an act of bullying.

Roles and responsibilities

The Home/School Partnership

At St Anselm's, we commit to providing an environment where positive wellbeing and mental health ensures everyone feels safe, happy and loved as children of God. To achieve this, we encourage parents/carers, the first educators of their children, to work in partnership with us in all areas of schooling, including managing behaviour. A successful home/school partnership is vital in the aim to resolve behavioural issues swiftly and effectively.

The Governing Body

- The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Governing Body will also provide clear advice and guidance to the head teacher, on which the behaviour policy can be based, and will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

- The headteacher is responsible for reviewing this behaviour policy in conjunction with staff, giving due consideration to the governor's statement of behaviour principles. The head teacher will also approve this policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The headteacher will ensure that all staff have received appropriate and regular Continuing Professional Development (CPD) which meets the behavioural needs of the children.

Staff

Staff are responsible for:

- Modelling positive behaviour
- Implementing the behaviour policy consistently and fairly
- Ensuring the atmosphere of the environment is safe, calm and positive, thus enabling all children to participate, to learn and to make progress
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Liaising with the senior leadership team and parents/carers when required
- Accurately and consistently recording behaviour incidents in the various formats
- Implementing any behavioural management strategies gained through CPD
- Alerting senior leaders to training that they feel they need in order to meet the needs of the children.

The behaviour lead/ Deputy Head teacher, phase leaders and senior leadership team support staff in responding to behaviour incidents and intervene accordingly as set out in the behaviour escalation process.

Parents/carers and Carers

Parents/carers and carers are expected to:

- Support their child/ children in following the PRIDE Values and the school's high standards of behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss their own behavioural concerns with the class teacher promptly
- Engage in behaviour meetings or conversations at the earliest opportunity with the class teacher, phase leader, Deputy Head teacher or Head teacher as necessary, in response to behaviour concerns from the school, to avoid further escalations.

Pupils

St Anselm's has extremely high expectations for behaviour from children, both in school and when representing the school off site. The PRIDE values are central to the high expectations that members of the school community have of themselves and each other.

Whilst each classroom will be slightly different in the way that it is managed, the school does have a common consistent set of expectations for all children.

Children are expected to:

- Follow the PRIDE values at all times
- Show respect for everyone; shouting out is not acceptable and the views and opinions of others should be listened to. The school building and property should be treated with respect
- Engage in their learning tasks and not disturb the learning of others
- Understand that actions have consequences—both positive and negative—and receive support to process and respond to any necessary actions or interventions in a way that meets their individual needs.
- Participate in restorative conversations with appropriate support, ensuring they can engage meaningfully to reduce the likelihood of behaviours repeating.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Demonstrate forgiveness to others who have wronged them

Classroom behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The school encourages a 'positive discipline' approach with the following aims:

- To teach children a value system that will stay with them throughout their lives, including the ability to forgive
- To guide children towards responsible behaviour and self-control rather than forcing them to obey an instruction or request simply because they are afraid of being punished.
- To teach about consequences for actions.
- To teach about accountability and taking responsibility for their behaviour.
- To encourage pupils to recognise and respect the rights of others.
- To encourage the child to learn how to manage their feelings and behaviour.
- To promote honesty, fairness and respect for others.

- To enable rational conflict resolution.
- To promote positive behaviour and bring stability and structure to a child's life.

School staff will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the PRIDE Values, and Behaviour charts in the classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines and expectations in a positive, non-threatening way.
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Be calm and kind, but firm
 - Use behaviour-specific praise using a high ratio of positive vs corrective comments
 - Show empathy and respect to pupils
 - Model appropriate behaviour to reinforce expectations

Pupil support

For some pupils, particularly those with SEND or additional emotional needs, behaviour expectations, responses and consequences may be adjusted as a reasonable adaptation. This does not lower expectations but ensures equity, enabling pupils to meet expectations with appropriate support.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEND co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Behaviour in this instance may be monitored through ABC charts to highlight any key triggers for specific behaviours presenting (see appendix 7). The behaviour policy may then be adjusted to cater for the needs of that child, and a behaviour support plan may be put into place (see appendix 8), if appropriate. Communication systems between home and school may also be used.

Often, poor behaviour choices are not intentional, but a sign of gaps in personal, social and emotional development. Many of our children are able to develop their personal, social and emotional characteristics successfully through parental support, PHSE teaching in school and by experiencing developmental milestones without any additional support. However, there are some children, for many reasons, who may have gaps in this development and it is important that those gaps are narrowed in order for them to achieve a happy and fulfilled time in school and in the future. Assessing small steps of progress, setting challenging but realistic targets and tracking pupil achievement and progress in these areas is essential to this process. The school is trialling PIVATS PSED, which provides a structured approach to assessing, planning for a measuring small steps in progress in the areas of personal, social and emotional characteristics of children's development. The SENCO will work with the class teacher to assess and track

these characteristics and create a nurture plan to address these developmental gaps with the aim of impacting positively on wellbeing and subsequent behaviour.

Where necessary, extra support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers/carers to create the plan and review it on a regular basis.

Rewards and Sanctions

The behaviour chart used in all classes serves as a visual representation of a student's behaviour throughout the day. It is a tiered approach that combines both negative consequences for undesirable behaviour and positive reinforcement for exemplary behaviour.

Rewards

Rainbow element of the behaviour chart

Infants who meet behaviour expectations each day remain on the 'sun', signifying their positive behaviour throughout the day. Juniors, on the other hand, remain on the 'green' if they meet behaviour expectations. This suggests that maintaining expected behaviour is acknowledged but not necessarily celebrated at the same level as exceeding expectations. Pupils therefore, who display behaviour worthy of extra recognition are given the opportunity to move onto the 'rainbow' level. This suggests a higher level of commendation for going significantly above and beyond normal expectations.

Team points

The school also operates a team point system. Team points are given more regularly by all adults as an additional reward for children to reinforce positive learning and behaviour expectations. Team points are collated weekly and a trophy is awarded monthly for the winning team.

Pride Awards

Over the course of the week, all staff monitor children's response to our imbedded school Pride Values. In our weekly PRIDE assembly, teachers award certificates to a child who has excelled in how they are living out one or more of the PRIDE values. This is something that the children strive to achieve.

Positive Notes

Positive notes may be awarded to recognise and celebrate children's effort, resilience and progress. These may be given when a child achieves something they have previously found challenging, shows perseverance, or works particularly hard on a task over time. Positive notes aim to reinforce positive behaviour and attitudes to learning, and to strengthen communication between school and home by sharing successes.

PINS

Each child at St. Anselm's receives their own lanyard, which they have the opportunity to fill with PINS. These PINS are awarded based on the 14 qualities and attributes that form our unique Rainbow Curriculum. Children can earn PINS through various activities within the school and by participating in projects and challenges at home.

Additionally, PINS are awarded at the end of each full term to children who demonstrate consistently positive behaviour by having minimal or no movement on the behaviour chart. A bronze PIN is given for maintaining this standard for one term, silver for two terms, and gold for all three terms.

Sanctions

Students who exhibit undesirable behaviour are moved down the behaviour chart. This is likely to be a gradual process, indicating escalating levels of poor behaviour choices. There are three stages of movement throughout a day. In the infants, children move onto the cloud then the raindrop then the lightning. In the juniors, children move to the orange, then the yellow then the red.

Where pupils do not follow the desired behavioural expectations, this is managed using a series of strategies matched to the severity of the incident, including opportunity for reflection at the raindrop/yellow and lightning/red card stage. In the majority of cases, the consequences will be carried out on the same day, however this may not always be possible due to the nature or timing of the incident. Overviews of how behaviour is managed in each key stage and at lunchtimes can be found in Appendix 2, 3 and 4 and includes examples of sanctions at each stage.

Behaviour Record Keeping

The behaviour lead and senior leadership team closely monitor the behaviour of each child, daily, weekly and termly. Teachers record behaviour incidents in a behaviour record book, so it is recorded instantly, and messages are passed on accurately where there are changes in staffing within one class.

In addition to this paper record, behaviour incidents are also uploaded onto Arbor at the end of each day. This allows class teachers and senior leaders to analyse behaviour incidents over time, of individuals, groups and classes. If a 'red card' is issued, a separate red card form is completed and is sent to a member of the senior leadership team as soon as possible (see appendix 6).

If a child is supported through a Behaviour Support Plan, a separate communication log may be used on Arbor for an agreed period of time. This log is used to record and share both positive achievements and any behavioural concerns that occur during the school day, and is accessible to parents via Arbor to support clear and consistent communication between home and school.

Behaviour Monitoring Escalation Process

To avoid certain negative behaviours continuing over significant lengths of time and to encourage a change in behaviour, a clear escalation process is in place (see below). At the beginning of each academic year, children on varying stages of the escalation ladder will be given the chance to come off the behaviour monitoring to enable them to have a fresh start. In this situation, the child's behaviour will be monitored closely, and they may move back up the stages quickly, or in some cases, skip stages to get to a level of intervention that helps to rectify the behaviour.

Stage	Consequence	Staff Involved
Stage 1	Actions and possible sanctions	
	<ul style="list-style-type: none"> Class teacher investigation Discussion with parent via telephone Targets and support put in place in the classroom 	<ul style="list-style-type: none"> Class teacher
Stage 2	Actions and possible sanctions	
	<ul style="list-style-type: none"> Phase leader investigation Joint meeting with parent, face to face in school Behaviour plan monitored by phase leader 	<ul style="list-style-type: none"> Class teacher Phase leader
Stage 3	Actions and possible sanctions	

	<ul style="list-style-type: none"> • DHT investigation • Joint meeting with parent, face to face in school • Behaviour plan monitored by DHT • Possible Fixed term exclusion (internal) • Possible intervention programme introduced 	<ul style="list-style-type: none"> • Class teacher • Phase leader • Deputy Head teacher
Stage 4	Actions and possible sanctions	
	<ul style="list-style-type: none"> • HT investigation • Joint meeting with parent, face to face in school • Behaviour plan monitored by HT • Possible fixed term exclusion (internal or external) • Possible referral to external agencies via the SENCO • Possible intervention programme introduced 	<ul style="list-style-type: none"> • Class teacher • Phase leader • Deputy Head teacher • Head teacher
	In the event of the behaviour continuing beyond stage 4, the school will work with the Local Authority to pursue additional support. This may lead to a managed move to another setting or permanent exclusion.	

If a child exhibits persistent disruptive or dangerous behaviour that raises concerns about their safety or the safety of others, we reserve the right to exclude them from any planned extracurricular activities. This decision is made to ensure a safe environment for all participants.

Movement through the behaviour system is not automatic. Professional judgement is always applied, taking into account the pupil's individual needs, context, intent and any underlying factors contributing to the behaviour.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy and Managing Allegations against Staff Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Positive Handling

In some circumstances, staff may use reasonable force to use positive handling to prevent a pupil:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers/carers

All staff have received official training in positive handling, delivered by Safer Training Solutions.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Where appropriate, plans and additional strategies are put in place for pupils who require additional support. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Pupil behaviour and appropriate behaviour management is discussed with all staff at the weekly briefing sessions. Behaviour management also forms part of continuing professional development. All staff are regularly trained in positive handling.

Monitoring arrangements

This behaviour policy will be reviewed and approved by the Head teacher and Governing Body annually. The policy will also be presented to the Governing Body. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusions policy
- SEND policy
- Child protection policy
- Anti-Bullying policy
- Managing allegations against staff

St. Anselm's Catholic Primary School

Written Statement of Behaviour Principles

As a Catholic School, the ethos is guided by Gospel Values and the School's Mission Statement.

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

The Suspension and Permanent Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.






The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

Appendix 2
Managing Behaviour in the Foundation Stage and Key Stage 1



In the Foundation Stage and Key Stage 1, all children begin the day with their name on a picture of the sun. If their behaviour does not follow the Pride Values or disrupts the learning or well-being of others, their name is moved off the sun, as follows:


	Behaviour	Management
	Exemplary behaviour or work.	<ul style="list-style-type: none"> • Logged on Arbor and parents/carers informed.
	Following the Pride Values – well done	
	Behaviour that does not follow the Pride Values, for example <ul style="list-style-type: none"> • Not being kind or respectful to adults or other children • Not treating others how they would like to be treated themselves 	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Given a reminder of expectations. • Reminded of choices and consequences. • Discussion of next step consequences if the behaviour continues.
	Continuation of inappropriate behaviour that does not follow the Pride Values	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Giving ‘time out’ or ‘thinking time’. <p>Action</p> <ul style="list-style-type: none"> • Restorative discussion held with the class teacher • Reflection sheet completed by the adult as a result of the conversation. • Child must follow their plan on how they said they are going to make the situation right, eg write a sorry note.
	Continuation of inappropriate behaviour that does not follow the Pride Values despite intervention during previous steps OR Move to this stage immediately for any of the following: <ul style="list-style-type: none"> • Fighting, injuring another pupil, physical aggression toward staff. • Verbal/threatening abuse toward an adult/peers • Swearing, racist comments or abusive language. • Complete refusal to cooperate. • Deliberately damaging school property or stealing. • Behaviour likely to endanger themselves or others. • Bullying. • Any other serious behaviour 	<p>Action</p> <ul style="list-style-type: none"> • Behaviour incident sheet completed by the adult who witnessed the behaviour. • Restorative discussion with the Deputy Head. • Pupil will have an appropriate period of time out of break/lunch. • Parents/carers/carers will be informed by the class teacher. • Pupils’ behaviour will be monitored by Deputy Head teacher, including monitoring the restorative plan they made is followed.



Appendix 3

Managing Behaviour in Key Stage 2

In Key Stage 2, a card system is in place. All children begin the day with their name on a green card. If their behaviour does not follow the Pride Values or disrupts the learning or well-being of others, their name is moved off the green card on to other coloured cards, as follows:

Behaviour	Management
 <p>Exemplary behaviour or work.</p>	<ul style="list-style-type: none"> • Logged on Arbor and parents/carers informed.
Following the Pride Values – well done	
<p>Behaviour that does not follow the Pride Values, for example:</p> <ul style="list-style-type: none"> • Not being kind or respectful to adults or other children • Not treating others how they would like to be treated themselves 	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Given a reminder of expectations. • Reminded of choices and consequences. • Discussion of next step consequences if the behaviour continues.
<p>Continuation of inappropriate behaviour that does not follow the Pride Values</p>	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Giving ‘time out’ or ‘thinking time’. • Seating within the classroom changed <p>Action</p> <ul style="list-style-type: none"> • Restorative discussion held with the class teacher • Reflection sheet completed by the child as a result of the conversation. • Child must follow their plan on how they said they are going to make the situation right, eg write a sorry note.
<p>Continuation of inappropriate behaviour that does not follow the Pride Values despite intervention during previous steps OR Move to this stage immediately for any of the following:</p> <ul style="list-style-type: none"> • Fighting, injuring another pupil, physical aggression toward staff. • Verbal/threatening abuse toward an adult/peers • Swearing, racist comments or abusive language. • Complete refusal to cooperate. • Deliberately damaging school property or stealing. • Behaviour likely to endanger themselves or others. • Bullying. • Any other serious behaviour 	<p>Action</p> <ul style="list-style-type: none"> • Behaviour incident sheet completed by the adult who witnessed the behaviour. • Restorative discussion with a member of SLT. • Pupil will have an appropriate period of time out of break/lunch. • Parents/carers/carers will be informed by the class teacher. • Pupils’ behaviour will be monitored by Deputy Head, including ensuring the restorative plan they made is followed.



Appendix 4
Managing Behaviour during Lunch Times

Behaviour at lunchtimes is monitored by the adults on duty and dealt with separately to behaviour in class time. However, expectations remain the same and the class teacher should always be informed on incidences of inappropriate behaviour.

Lunchtime Behaviour Monitoring and First Aid

Date:		Year Group:
	Behaviour	Management
Stage 1	Following the pride values – well done	
Stage 2	Behaviour that does not follow the Pride Values, for example <ul style="list-style-type: none"> • Not being kind or respectful to adults or other children • Not treating others how they would like to be treated themselves 	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Given a reminder of expectations. • Reminded of choices and consequences. • Discussion of next step consequences if the behaviour continues. <p>Action</p> <ul style="list-style-type: none"> • Behaviour detailed on the behaviour record by mid-day supervisor allocated to that class. Behaviour record passed onto class teacher at the end of lunchtime.
Stage 3	Continuation of inappropriate behaviour	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Giving 'time out' or 'thinking time'. <p>Action</p> <ul style="list-style-type: none"> • Restorative discussion held with the MDS. • Reflection sheet completed as a result of the conversation (EYFS and KS1 will need this scribed) • Behaviour detailed on the behaviour record by the MDS allocated to that class.
Stage 4	<ul style="list-style-type: none"> • Continuation of disruptive behaviour after time out consequences put in place. • Fighting, injuring another pupil, physical aggression toward staff. • Verbal/threatening abuse toward an adult/peers • Swearing, racist comments or abusive language. • Complete refusal to cooperate. • Deliberately damaging school property or stealing. • Behaviour likely to endanger themselves or others. • Bullying. • Any other serious behaviour 	<p>Immediate Action</p> <ul style="list-style-type: none"> • A member of SLT called for to assess the behaviour incident and validate it as stage 4 behaviour. • Child will be immediately removed from the playground by the SLT member to complete an appropriate period of time out. • Restorative discussion with the SLT member and reflection sheet to be completed. <p>Follow up Action</p> <ul style="list-style-type: none"> • Behaviour detailed on the behaviour record by the MDS allocated to that class. • Red card sheet also completed by the MDS and handed to deputy head. • Parents or Carers will be informed by class teacher • Pupil's behaviour will be monitored by the Deputy Head <p><i>Where the threshold is met of repeated behaviour incidents, parents will be called into school to discuss the behaviour. A behaviour support plan may be put into place and a further period of exclusion from class/playground or school for a fixed period may occur</i></p>

Lunchtime Behaviour Monitoring and First Aid

Date: _____

Year Group: _____

Daily Behaviour Record – Lunchtime (TO BE PASSED TO THE CLASS TEACHER AT THE END OF EACH LUNCHTIME)		
	Initials of child	Details of incident
Stage 1	(No need to write the names of all the children – children not listed below are still at stage 1)	
Stage 2 <ul style="list-style-type: none"> • Write the initials of the child plus details of the incident 		
Stage 3 <ul style="list-style-type: none"> • Write the initials of the child plus details of the incident • Get the child to have some time out to complete a behaviour reflection sheet 		
Stage 4 <ul style="list-style-type: none"> • Call for SLT support • Write the initials of the child plus details of the incident • Complete a red card form if requested to do so 		

FIRST AID

<ul style="list-style-type: none"> • The adult at the scene to deal with minor injuries. Say: 'tell me what happened, show me where it hurts.' Check that nowhere else is hurting. DETAIL MINOR INJURIES IN THE BOX BELOW AND HAND TO TEACHER AT THE END OF LUNCH. • A first aider to be called via the radio for: head injury, deep cut, temperature, swelling, bruising, something that looks abnormal. 	
Initials of child	Details of first aid dealt with by mid-day meals supervisor.

Date _____ Signature of mid-day supervisor _____



Restorative Practices

When pupils have moved onto the yellow or red card stage (raindrop or lightning stage in the foundation stage and Key stage 1), a restorative practice reflection sheet is worked through alongside the child. The purpose of restorative practice is to develop relationships and teach children to have self-managing behaviours so they can learn from their mistakes and apply this learning to future incidents to avoid a repeated negative behaviour. A restorative conversation is completed in a calm and neutral voice, without directing blame. The conversation is not an extended consequence or lecture and the focus remains on helping the pupil problem-solve and build skills.

In the case of a yellow card/ raindrop reflection, the class teacher or adult issuing the sanction completes the reflection alongside the child. In the case of a red card/lightning reflection, a member of SLT completes the reflection alongside the child.

St Anselm’s Behaviour Reflection

Name	Class	Date	Adult completing the reflection
What Happened?			
Get the child to tell you in their own words what happened. Does their version of events match what was reported/seen? Does further investigation need to happen?			
Where did the incident happen?	What happened before the incident?	What was I thinking at the time?	
Consequences of my behaviour			
How has my behaviour made me feel?		How has my behaviour made other people feel?	
What am I going to do to fix the problem and make sure it doesn't happen again?			
Further comments (if applicable)			



Record of behaviour Incident (Red card)

Record of Behaviour Incident – Red Card

Child's name:		Class:	Date:	Time:
Summary of the incident				Adult issuing the red card to complete
Details of the investigation into the incident and action taken so far				
Teacher Informed? Yes / No	I am the teacher	Parent Informed? Yes / No	Who?	
SLT Informed? Yes / No	Who?	Signature:		
Follow-up action/ further action taken				SLT member to complete
Signature of SLT completing the reflection				



Appendix 7

ABC Behaviour Monitoring

St Anselm's ABC Behaviour Monitoring

Name of Child:

Name of adult monitoring:

Dates of behaviour monitoring:

to

Date	Time	Location	Action	Behaviour	Consequences

Evaluation
Plan going forward

St. Anselm's Catholic Primary School
Behaviour Support Plan



Pupil Name:	Class:
Date plan starts:	Date of plan review:
Medical conditions/needs:	
Challenging behaviour (what does it look like? What triggers it?)	Targets (What are we working towards? How do we get there?)
Strategies for positive behaviour (Strategies, rewards, motivators)	Early warning signs (What to look out for and how to respond)
Reactive strategies (How to difuse the situation? Att what stage should another member of staff be informed? Who should this be?)	Support after the incident (How do we help the pupil learn from the incident?)
Agreement: Parent/carer name: Parent/carer signature: Date:	Agreement: Staff name: Staff signature: Date:

St. Anselm's Catholic Primary School
Behaviour Support Plan



Pupil Name:		Class:	
Skills and talents		Achievements	
Likes		Dislikes	
Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken
Evaluation and next steps (How effective is the plan? Suggestions to be considered when the plan is reviewed)			

