



# The Annunciation Catholic Infant School

*"Be who God meant you to be and you will class the world on fire"*

*St. Catherine of Siena*

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## Behaviour Policy

Our Behaviour Policy is rooted firmly in Christ's teaching of love and respect for each other. We strive to be ever conscious that each member of our school community is equal in the sight of God. Therefore, all relationships within our community are conducted in the light of this belief. Self-respect and self-discipline in each one of us is important, as is respect for others. Jesus said, "Love one another as I have loved you."

Our Behaviour Policy attempts to reflect the great strength of reconciliation. We try to make the children aware of the harmony we would like in our school. We want everyone to be happy. Sometimes things go wrong, mistakes are made and we do things that can harm our happy community. To make it right, we need to say sorry so we can be forgiven. "As Christ forgives so must we forgive others." After forgiveness, we need to move on so that peace can return.

Although we are forgiven, we still have to make up for the harm we have done to others. It is important for the children to see that a sanction is given to rectify what they have done wrong and should see it as an agreement that brings back a peaceful, harmonious and respectful environment.

## Aims

We aim to achieve good behaviour through:

- Helping our children to live their lives according to Catholic teaching.
- Ensuring that children know what is expected of them and how to behave appropriately.
- Developing a sense of right and wrong so that they can make good choices in their lives.
- Developing children's understanding that depending on social and global changes, they must adhere to adapted rules to maintain their own safety and the safety of others
- Building warm and supportive friendships.
- Supporting them as they seek to make Jesus someone special in their lives.

We aim to help our children to be responsible members of society by:

- Valuing and respecting all members of our school community.
- Valuing their own physical and mental health as well as others'.
- Encouraging children to realise that they have to think not only of themselves, but also of others who make up our wider world family.
- Understanding that while we depend on other people to do things for us, they also depend on us to do things for them.
- Encouraging them to suggest ways they can improve their environment, thereby creating roles of responsibility around school.
- Encouraging them to work well both as individuals and as members of a team.

### Values and Beliefs:

At The Annunciation Infant School, we believe that every child is a gift from God, made in His image and likeness and therefore entitled to be valued and respected as a unique individual.

Our policy is based upon a mutual respect, to be in evidence in all that we do and say. Children are expected to treat each other and all adults in the school with respect and courtesy.

All adult members of our school community are expected to treat each other and our pupils with equal respect and courtesy.

Where children behave in inappropriate ways all school staff will continue to treat the child with respect, no matter how serious the behaviour.

Appropriate behaviour will be recognised and celebrated.

Inappropriate behaviour will be identified and dealt with through consistent, agreed strategies.

We strive to create an environment where children can take responsibility for their actions owning up to their part in things and accepting the sanctions put in place rooted in the need for reconciliation and forgiveness. The key message to communicate is *'You own your own behaviour.'*

### What we do to encourage good behaviour

We recognise the importance of having a whole school approach to behaviour management.

School rules for behaviour are clearly stated in our Golden Rules:

- We are gentle
- We are kind and helpful

- We listen
- We are honest
- We work hard
- We look after property

Class Rules – expectations for behaviour will be made explicit, in writing, through agreed class rules. The children, themselves, agree these rules at the beginning of each academic year.

Class assemblies focus on promoting Gospel values.

Rewards for good behaviour may include:

- Table / individual points, stars to win a 'Table of the Week' prize (eg. Trophy / class prize)
- House Points
- Star of the Week
- Headteacher and Deputy Head stickers. Children are sent to the Head or the Deputy for praise and a sticker if the child has made a superb effort in their learning or has behaved brilliantly.

Examples of unacceptable behaviour include:

- Dishonesty/disobedience
- Speaking when they should be listening
- Disregarding requests or instructions
- Behaving dismissively when an incident is being discussed
- Refusing to own up to their part in things and failing to take responsibility for their actions
- Anti-social behaviour both on and off school premises
- Making an inappropriate response or gesture when they are corrected
- Damaging property
- Making inappropriate comments or verbal abuse
- Affecting the learning of themselves or others
- Physical violence
- Bullying
- Deliberately placing themselves or others in dangerous situations
- Poor behaviour when moving around the school
- Poor behaviour on school trips or during events
- Intentionally coughing or spitting in the direction of another pupil
- Not following the health and safety rules outlined above

This list is not exhaustive.

Children may be asked to complete a written account of any acts of unacceptable behaviour.

## Bullying

Bullying in any form is not acceptable.

Bullying is defined as the repetitive, intentional harming of 1 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

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. Staff will listen to reports of bullying and thoroughly investigate any incidents. The Headteacher or Deputy Headteacher will notify parents of children who have been involved in bullying activities

## What we do if your child misbehaves:

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning and play environment.

### Possible actions for minor misbehaviour - Stage One

- Verbal reminder of behaviour expected to give the child the opportunity to reflect on their behaviour and its consequences
- Warning towards loss of privileges e.g. playtime, removal from friends
- Missing break and providing an explanation
- If property has been deliberately damaged, restoration or reparation of the same
- During play or lunch time, the child will talk with the DHT
- Reorganise seating arrangements in class
- If minor misbehaviour persists a Pupil Behaviour Log may be used
- Children will fill out a restorative justice sheet see Appendix 1 This

list is not exhaustive

### Possible actions for more serious and / or persistent misbehaviour - Stage Two

- Any of the actions listed above for minor misbehaviours
- The incident will be recorded
- Report incidence to a senior teacher, Deputy Headteacher or Headteacher
- Phone call to parents / meeting with parents and the class teacher

- A pupil behaviour home /school log will be put in place
- Review date
- The home / school / child agreement may be revisited and discussed
- There may be a loss of privileges such as participation in school trips, opportunities to represent the school
- The school SENCO may be involved and external agency support sought or school behaviour support programme may be put in place.

This list is not exhaustive

Please see Appendix 2 and Appendix 3

Possible actions for more serious and continuing misbehaviour - Stage Three

These are behaviours which may involve bullying, physical violence, threatening behaviour, or persistent poor behaviour impacting upon the learning / play of themselves or others. These behaviours also include; disregarding the instructions of adults and removing themselves from a situation/classroom without permission. The reported poor behaviour will in the first instance be investigated and thereafter dealt with as quickly as possible.

- All of the actions listed above for stage one and two.
- The child will be withdrawn from class / dining hall / playground.
- They will speak with a member of senior management most likely the Headteacher
- Parents will be asked to attend a meeting with the Headteacher. The meeting may result in a written agreement between the school, the parent and the child specifying agreed behaviour targets and a review date class.
- If the child continues to misbehave and the written agreement is broken parents will be invited to attend a meeting at school with the head teacher where events will be reviewed and the option of using fixed term or permanent exclusion may be discussed. Governors make the ultimate decision on Permanent Exclusions.
- In cases of extreme, serious, anti-social or continuing misbehaviour an immediate fixed term or permanent exclusion may be used.

This list is not exhaustive

When a child returns to school after a fixed term exclusion there may be a phased return to class. If the behaviour which caused the exclusion remains, Permanent Exclusion may take effect. This will only happen as a last resort.

At any stage a Pupil Behaviour Home / School log may be used to support a child to improve their work or behaviour.

## SEND

Pupils with SEND will have reasonable adjustment made for them depending on the nature of their need/s.

### The role of the staff

It is the responsibility of all staff to ensure that the school rules are enforced at all times. Staff will respect everyone, treat each child as an individual and value their contribution by listening to them. Staff class high standards of behaviour and have high expectations for all.

### Zones of Regulation

At our school we use zones of regulation. Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Please see Appendix 4.

### Time out of classroom.

Following on from the Zones of Regulation, we recognise that at times of high dysregulation it benefits pupils to have time out of their classroom. Adults can ask pupils to move to a different class within the phase or a quiet area such as the library in order for pupils to have space to regulate their behaviour and/or emotions. Once ready to return to class, adults should address the behaviours in accordance with the school behaviour policy. Pupils should not be sent out to complete class work and must be supervised by an adult at all times.

### Partnership with parents:

In a Catholic school it is essential that the values of home and school are the same and that parents, teachers and other school staff are all working together to foster good behaviour. We expect parents to support their child's learning, and to co-operate with the school, as class out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, it is expected that parents support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

Date of Policy Review:

September 2025

Review Date:

September 2026



# Restorative Reflection Sheet

|  |   |                                 |
|--|---|---------------------------------|
| Name:  | Class:  | Date:                           |
| Behaviour Classification:  | Incident Number:  |                                 |
| <p>Write what happened.</p>  | <p>How did you feel?<br/>Circle a face</p> <div style="text-align: center; margin: 10px 0;"> </div> <div style="text-align: center; margin: 10px 0;"> </div> <p style="text-align: center; margin: 10px 0;">Mark on the scale how strong your feeling was</p>   |                                 |
|  | <p>Write the name/ names of the children involved: _____</p>  |                                 |
|  | <p>How did they feel?<br/>Circle a face.</p> <div style="text-align: center; margin: 10px 0;"> </div>   |                                 |
|  | <p>What am I going to do to fix things? Circle your ideas or draw your own.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin: 10px 0;"> <div style="text-align: center;"> <br/>write a letter         </div> <div style="text-align: center;"> <br/>say sorry         </div> <div style="text-align: center;"> <br/>tidy up         </div> <div style="border: 2px solid black; width: 80px; height: 80px; margin-left: 20px;"></div> </div> |                                 |
| <p>What would help you make a better choice next time?<br/><u>Thinking points:</u></p> <ul style="list-style-type: none"> <li>What should / could you have done?</li> <li>How will you react differently next time?</li> </ul> |   | <p>Child's Signature: _____</p> |
| <p>Teacher's Signature: _____</p>  |   |                                 |

## Appendix 2. Behaviour Management Plan

Cc: pupil, parents/carers, relevant staff, school file

|   |                        |
|---|------------------------|
| <b>Name:</b>                                  | <b>dob:</b>            |
| <b>Year:</b>                                  | <b>SEN CoP:</b>        |
| <b>Brief Summary and Relevant Details:</b>    |                        |
| <b>Strengths:</b>                             |                        |
| <b>Problematic behaviours:</b>                |                        |
| <b>Triggers for Behaviours:</b>               |                        |
| <b>Interventions:</b>                         |                        |
| <b>Effective Systems for Positive Change:</b> |                        |
| <b>Date completed:</b>                        | <b>Those involved:</b> |
| <b>Review date:</b>                           |                        |

Agreed and signed by: Pupil:

Tutor:

Parent/care  
r

## Appendix 3

## ABC Record of behaviour

Date:          Pupil:

Teacher:

Behaviour(s):\_

| <b>Date</b> | <b>Time/lesson</b> | <b>Antecedent</b><br><br>What happened just before | <b>Behaviour</b><br><br>What did the student do | <b>Consequence</b><br><br>What was the result |
|-------------|--------------------|--|---|---|
|             |                    |  |   |   |

# THE ZONES OF REGULATION®

**BLUE ZONE**

Bored, Hurt, Exhausted, Sick, Tired, Sad

**Blue Zone Tools**

Stretch

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**GREEN ZONE**

Calm, Good, Proud, Okay, Ready to Learn, Content

**Green Zone Tools**

Drink water

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**YELLOW ZONE**

Frustrated, Anxious/Worried, Excited, Silly, Scared, Overwhelmed

**Yellow Zone Tools**

Deep breaths

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**RED ZONE**

Aggressive, Mean, Terrified, Mad, Angry, Yelling

**Red Zone Tools**

Take a break

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