The Federation of
The Annunciation Catholic Schools



'Be who God meant you to be and you will set the world on fire'
St Catherine of Siena

School Behaviour Policy

Approved by: Governing Board	**Date:** September 2025
Last reviewed on: **September 2025**	
Next review due by: **September 2026**	

Behaviour Policy

Our Behaviour Policy is rooted firmly in Christ's teaching of love and respect foreach 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 rectifywhat they have done wrong and should see it as an agreement that brings back apeaceful, 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 safetyand 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 Junior 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.

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:

- Be kind to everyone
- Look after everything in school
- Listen carefully to others
- Be safe and sensible

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
- House Points
- Star of the Week

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 responsibilityfor 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. 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.

The Federation employs a 5 Point Rule to enforce the school rules and to ensure a safe and positive learning and play environment. All classrooms (from Y1-Y6) have a 'Going for Gold' display to monitor behaviour throughout the day.

Gold 	Children who reach this step achieve **20 house points** for showcasing exemplary behaviour during lesson time.
Green 	All children's names to start on this.
Amber 	Children go through 3 steps on amber: Step 1: Warning will be given clearly, concisely and calmy. Step 2: Another warning. Step 3: The AHT will then talk to the child.
Red 	Taken to Deputy Headteacher/Headteacher who will make a judgement on what needs to be put in place to address the issue. This could be a range of solutions based on best interest of child, wider class and staff.

Children should only be fast tracked to red for the following:

1. Extreme abuse towards an adult or child in class – physical or verbal
2. Anger outbursts in the class room where there could be a danger to others and pupil needs removal from the classroom
3. Intentionally refusing to follow the health and safety rules outlined above

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
- Name written on the white board, placed by a sad face or on a red colour (traffic light system)
- Missing break and writing an explanation or a letter of apology
- If property has been deliberately damaged, restoration or reparation ofthe same
- During play or lunch time, the child will talk with the DHT
- Re-organise seating arrangements in class
- If minor misbehaviour persists a Pupil Behaviour Internal Diary may be used
- This list is not exhaustive

Possible actions for more serious and / or persistent misbehaviour - StageTwo

- 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 class with child
- 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. Please see Appendix 1 and Appendix 2

This list is not exhaustive

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 childto 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 enforcedat 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 concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotionsand impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Please see Appendix 3.

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 togetherto 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 expectedthat 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 complaintsprocess can be implemented.

Date of Policy: **September 2026**

Review Date: **September 2027**

Appendix 1

Behaviour Management Plan

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

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

Agreed and signed by:

Pupil:

Tutor:

Parent/care
r

Appendix 2 ABC Record of behaviour

Date: **Pupil:** **Teacher:**

Behaviour(s):_

Date	Time/lesson	Antecedent What happened just before	Behaviour What did the student do	Consequence What was the result

Appendix 3 **Zones of Regulation**

