

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Behaviour Policy

Mission Statement

At St Francis of Assisi Catholic Primary, God is at the heart of our school
We try, everyday, to follow Jesus' commandment 'Love one another as I
have loved you'

We do this through love for our families, our friends, and our school

We respect our environment and recognise our responsibility for it

We encourage in each other a love of learning

We rejoice in each others' uniqueness

We place prayer and worship at the centre of everything we do

We are a community of love dedicated to God

Our school is somewhere We can grow together

BEHAVIOUR POLICY

At St Francis of Assisi, the children are at the centre of a partnership between Home, School and Parish. That partnership is rooted in the belief that we have the responsibility of supporting our children in their faith journey. We recognise that in the short period we have together we are preparing them for their future role as adults in society. In school; teachers, teaching assistants, admin staff, caretakers and midday supervisors and extended school staff work with the Head Teacher to form a team dedicated to the task of caring for our pupils. There is no discontinuity between the way the pupils are treated and treat each other and the way adults are treated and treat each other. We work in a climate of trust and mutual respect.

Aims

We aim to help our children to live their lives as true Christians by:

- Developing a sense of right and wrong so that they can make good choices in their lives.
- Developing interpersonal skills which facilitate co-operation with others, problem-solving and rational conflict-resolution skills.
- Supporting them as they seek to make Jesus someone special in their lives. Encourage children to understand and follow the Christian value of forgiveness and the importance of the principle of bringing an incident to a close.
- Developing independence and becoming responsible for their own behaviour, achieving self-discipline and self-control.
- Recognising they have the right to learn and teachers have the right to teach.

Values and Beliefs

At St Francis of Assisi, 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.

Pupils with Special Educational Needs or Disability

The Assistant Head Inclusion is the key person for vulnerable children and is available to staff and parents/carers for support when dealing with discipline. In line with the Equality Act 2010 with regards to Special Educational Needs and Disabilities, reasonable adjustments are made in the application of the Good Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour related learning difficulties. This will prevent a disproportionate impact of the school's disciplinary framework on those vulnerable pupils. Pupil specific arrangements for vulnerable (or potentially vulnerable) pupils will be considered on an individual basis by the Class teacher, AHTs, SENDCO or Headteacher (where appropriate) and all relevant staff will be informed of any amended disciplinary framework for such children. Children at this stage may require a Behaviour Support Plan. If behaviour escalates then such cases may necessitate intervention by behaviour outreach specialists and at this point a Pastoral Support Plan will be put into effect and monitored.

How we achieve our aims

The best way to encourage a child to behave is by making them aware of what they are and are not allowed to do at school. Our aim is to create consistency for the children so that there are no conflicts of understanding.

Where problems occur our approach in the majority of cases is to discuss the matter with the children concerned and then decide upon an appropriate course of action. If a child persistently misbehaves or is having difficulties of a more serious nature the matter is usually discussed between a senior leader and the child's class teacher.

Our aim is to keep sanctions to a minimum so as to increase their effect when used. We also aim to make them appropriate to the misdemeanour. If a child is involved in a serious misdemeanour his/her parents/carers will, where possible, be informed that day either in writing or verbally. If that misdemeanour involves the damage or destruction of school property, parents/carers may be charged for repair or replacement costs.

In some instances, the school may need to take more serious action. Initially this may be in the form of monitoring the child via a home-school report card or Behaviour Support Plan. We recognise that as parents you are the primary carers for your children, so it is important that communication is a two-way process. Parents should also let the school know on how their child is behaving at home. A contact book is a means of communicating on a daily basis with parents/carers the way that their child has behaved. The aim is to note in detail all instances of behaviour, both positive and negative to build up a more detailed picture. Where the contact book is used it will always contain details of achievements throughout the day as well.

Our most serious sanction is that of excluding a child from school. This involves liaison with the school governors and reporting the matter to the Local Authority (LA). The use of exclusion is rare at St. Francis of Assisi Catholic Primary School.

The school will keep a record of behaviour incidents on CPOMs, a secure system for monitoring and tracking behaviour of individual children enabling the school to identify trends and frequency of negative behaviour. It enables all staff involved with an individual to have access to up to date information and to know what actions have taken place to sanction or support.

Additionally, teachers will keep a daily log after every lunch and playtime to establish if any incidents need further investigation. This is essential and ensures that the child has had an opportunity to discuss an issue before going home. Log books will be monitored routinely by a member of the SLT.

How parents/carers can help their child resolve difficulties

We encourage parents/carers to tell their child to seek assistance from a teacher or adult immediately if they have difficulties they cannot resolve independently, e.g. if they have been hurt or upset by anyone. If they are unable to resolve their conflicts an adult will help them. If parents/carers are aware that a "problem" has not been resolved, they are advised to make an appointment to discuss this with their child's teacher. Teachers are usually available at the end of the day. If this does not resolve concerns parents/carers can then arrange to meet with either the Assistant Headteacher for Inclusion (Miss Strudwick). If these approaches do not resolve concerns an appointment to meet the Headteacher is made.

We remind parents/carers that no matter how upset they may be the most effective way of dealing with a concern is to report the matter to the school and discuss it with us. We also emphasise that we do not tolerate parents/carers shouting at or abusing any member of staff and under such circumstances will always exercise our right to ask the parent concerned to leave the premises until a calmer discussion can take place.

We are committed to resolving all concerns to satisfaction. We all have to be realistic, however, and on some occasions this may take time.

Classroom Routines

The classroom is organised in such a way that children understand how things are done and what to expect. All classrooms will be organised, purposeful learning environments. Routines focus on how things are done and what the basic expectations are – children are expected to do the given homework, it is expected that children will arrive punctually for lessons and acts of worship. Children are expected to walk silently in and out of assemblies, at Mass and any other similar events. Children are expected to walk around the school quietly, not to run and to open doors for all members of our community. Children are encouraged to behave in a positive way at all times. Should a child lose focus and need redirecting towards positive behaviour, this is done in the form of a positive reminder, focusing on what is expected and using the language of choice.

Classroom rules

Rules are drawn up by the children in each class, with an emphasis on positive – 'We should...' rather than 'Do not...'

Each September, the class teacher will discuss the following statements – see below - and through this discussion, create their class rules:

- I will listen to others and follow instructions
- I will speak politely and always tell the truth
- I will show and treat others with respect at all times
- I will respect my own property and that of others
- I will work hard, always try my best and learn from my mistakes
- I will keep hands and feet to myself

Children will sign their name to confirm they understand the expectations at St. Francis.

ALL CHILDREN CAN BEHAVE WELL.

THESE SCHOOL RULES WILL CONTINUE TO APPLY BEFORE AND AFTER SCHOOL HOURS WHILST CHILDREN ARE ON SCHOOL PREMISES AND WHILST WEARING SCHOOL UNIFORM TO AND FROM SCHOOL.

Rewards for positive Behaviour

Children are praised and rewarded whenever possible in a variety of ways:

- By positive gestures and acknowledgment of good behaviour and achievement
- By being put on the green traffic light or the outstanding star in class.
- Through the whole school house point system
- During assemblies celebrating achievement
- Through the awarding of certificates
- By being given stickers in assembly and in class
- By informing parents/carers
- By being allocated special responsibilities
- By being sent to other members of staff and head teacher for reward and acknowledgement

Star of the Week and Reader of the Week Rewards

Winner to select from the following:

- Prize box
- Wear whatever you like to school
- Sit next to a friend for a day
- Bring a teddy (no electrical)
- For fruit snack have any snack of their choice

Rewards for House Points at the end of a half term may include:

- Film in hall
- Picnic on field
- Extra play
- Games session

For behaviours in public areas only NOT for behaviour in the class

Around the school

Walk sensibly around the school on the left

Single, silent, straight line (all heads forward)

Line up silently (not quietly) in lines in the play ground

Hold doors open for adults

Stop in lines to let adults pass

Enter and leave assembly in silence

Entering a classroom

Knock on doors and wait for an adult to answer (this may take some time as adult may be teaching)

Children should listen to the opinions of adults without interrupting (no answering back)

Children should wait for adults and others to stop speaking before they answer/speak

Line up at play time

Single, silent, straight line (all heads forward)

Lining up silently (not quietly) in lines in the play ground

Coats to be collected when the equipment is put away

Adults to say 'line up in silence' not quietly as confusing for children
Teachers to pick up the children after break times from the playground
Lunch and break
Current arrangements stay the same -hall passes etc.

House Point System

House points can be given out directly for good behaviour and for any child who has been on the green traffic light. In every class a reward chart will track individual house points. Certificates will be awarded when children receive 20 (bronze), 50 (silver) and 100 (gold) tokens. House captains will collect all tokens on a Friday morning and pour them into the token collector prior to Friday celebration assembly. During celebration assembly results will be revealed. Every half term the winning house will receive a reward.

Consequences (Sanctions)

Because there are times when children may not respond appropriately, it is recognised that a system of sanctions is necessary so that staff know how to deal with situations in a fair and consistent manner. Inappropriate behaviour is recorded on CPOMs by teachers who will be in receipt of all necessary information from support staff. If children have been injured as a result of inappropriate behaviour, then the accident book must be completed by the adult attending to the first aid.

See appendix 4 - traffic light system used by all staff

Report Card

If a child has been placed on the red traffic light twice within 5 days they will be put on report for one week. A meeting will be held with the class teacher, senior leader (where possible the inclusion leader), parents/carers and carers and child. There will be an agreement regarding rewards and sanctions that will be implemented by school and with support from home. At the end of the week the outcome of the report card will be discussed with parents/carers.

See Appendix 6 – Report Card

What happens if a child misbehaves?

A staged process of response is used depending on the severity of misdemeanour. Each of these stages is overlapping and relies on the judgement of adults on the scene. The majority of incidents are dealt with immediately and informally by class teachers and other adults at the time of the incident.

Staff will ask the children a series of questions: What are you doing? What should you be doing? Which rule do you need to think about/which rule has been broken? What are you going to do now/next time?

See Appendix 5 – Behaviour Grid

Minor Misdemeanours

These form the bulk of playground problems, misbehaviour in corridors and other areas of the school and some incidents in classrooms. The following process is used in these cases:

- Children may miss part of their play time and stand at the side of the playground or walk around with an adult on duty.
- The adult or teacher on duty/in charge will talk through the incident with everyone involved
- They may then use exclusion from a particular game or activity for the rest of that playtime
- Teachers will update their playtime behaviour log to keep track of behaviour patterns
- If the adult has a concern about the nature of the misdemeanour, the attitude of the pupil or any other concern they will report this back to a class teacher who may decide upon further action such as referring the matter to a Senior Leader, discussing the problem with the child's parents/carers or making an entry on CPOMs.

Because of the minor nature of these incidents and the frequency with which they may occur, the emphasis at this stage is on discussion and adult discretion.

Major Misdemeanours

These are less common. These will usually include incidents of pupil insolence, rudeness or failure to co-operate with an adult. Certain behaviour such as, fighting, swearing or physical/verbal intimidation and acts or persistent, repeat or serial misdemeanour will always be treated under this heading. The following process is used in these cases:

The adult or teacher on duty/in charge will talk through the incident briefly with everyone involved. If they decide that a major misdemeanour has occurred they will refer the matter to a senior leader (inclusion manager where possible). If the misdemeanour has occurred at lunchtime it will also be recorded on CPOMs by the class teacher so any patterns of misbehaviour can be identified more easily.

The senior leader will fully investigate the matter and document any further actions on CPOMs. Depending on the severity of the incident and the pupil's past conduct record, they may take a range of courses of action:

1. Impose a sanction (Appendix 1)
2. Report back to class teacher for reference
3. Pass back to class teacher to inform parents/carers
4. Ring parents/carers before end of day and invite them in to discuss incident
5. Pass to Headteacher for consultation or further action (This list represents an ascending order of responses depending on the judgement of the senior leader about the severity of the incident).

Incidents of major misdemeanour will be monitored by the Inclusion Manager and reported to the SLT. At this point a decision will be taken as to whether a Behaviour Support Plan or further support needs to be put in place. Where necessary, the pupil will be reported to the Student and Family Support Team (Inclusion Manager, and Learning Mentor).

Misdemeanours which could lead to exclusion

These are very rare at St. Francis of Assisi Catholic Primary School. They will usually be incidents of a very serious nature such as bullying or racism or where the safety of the pupil themselves or those around them

has been seriously threatened (including any physical or verbal attack on pupils/adults in school.) This might include maliciously discharging fire equipment or bringing a harmful object such as a knife into school. In these cases the following will happen:

All incidents of this nature will be dealt with by either the Headteacher or Assistant Headteacher, who will make a thorough investigation and record on CPOMs. In addition to this they may also take independent written statements from adults and other children who may have been involved. A safeguarding referral may also be made if deemed appropriate.

The parents/carers of the child will always be contacted immediately and an arrangement made to meet them in school within 24 hours

The Head or Senior Leader may choose to do one of 3 things:

1. Discuss the matter with a professional agency
2. Discuss the matter with Chair of Governors/school adviser
3. Exclude the child from school

Fixed period exclusion means a child is not allowed to attend school for a stated period of time. The law allows head teachers to exclude a pupil for up to 45 days in any school year. Fixed period exclusions may not be given for an indefinite period.

Permanent exclusion means the pupil cannot return to the school unless reinstated by the governing body or following recommendations by an independent review panel. The decision to exclude a child permanently is an extremely serious one. It will usually be the final step in a process for dealing with disciplinary offences when a wide range of other strategies have been tried without success. There are exceptional circumstances when a pupil may be permanently excluded for a first or 'one off' offence. These might include; serious actual or threatened violence against staff or a pupil, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.

Re-integration Meetings

Where a child has received a Fixed Term exclusion, a re-integration meeting will be held between the Head teacher, Inclusion Manager or Senior Team Leader, parent and child. In order to ensure positive behaviour moving forwards, these meetings allow the child to reflect on their actions prior to returning to class. A child may not attend their class until this has taken place.

Reporting and Monitoring

At playtime, children who are displaying behaviour not in line with school policy will be given two verbal warnings before being excluded from an activity. As a consequence the child will stand with an adult for a given time (depending on age and incident). The class teacher will be informed if a time out has been issued and this will be recorded in the class behaviour folder. Children will be placed on the red traffic light in the classroom and will attend the next reflection time. There is a separate daily reflection time for KS1 and KS2 during the lunch break. Reflection time lasts for ten minutes and the children complete a reflection sheet. At the end of the ten minutes children tell the adult how they will avoid repeating the unacceptable behaviour. In line with this policy parents/carers, will be informed by their class teacher or Key Stage Leader.

See Appendix 2 and 3 – Reflection sheets

Class Behaviour:

If a child has been put on the red traffic light, an entry will be made on CPOMs. Parents and carers will be informed by the class teacher when a child has been placed on the red. This is monitored by the Inclusion Manager to track patterns of behaviour.

Verbal or physical abuse or harassment will not be tolerated and will be dealt with under the powers of the Governing Body. (96 Act Sec. 547)

The policy will undergo annual review. It will be discussed at the beginning of each Academic Year, with induction for new members of teaching and support staff.

Online Safety

Children are taught how to use technology responsibly and safely in conjunction with our Online safety Policy. Where this is compromised, the Behaviour Policy is followed to correct inappropriate use.

CPOMS

At St. Francis of Assisi we use CPOMS Safeguarding software as a management tool to support the school's reporting and monitoring systems relating to our Safeguarding and Behaviour Policy.

Reviewed June 2022

Next review June 2023

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APPENDIX 1 - MOST FREQUENTLY USED SANCTIONS

Missed playtime (missing one of the breaks either by staying in with the class teacher or, more usually, by standing in an area of the playground throughout break or spending it walking beside the adult on duty) - Used when a child has:

- broken rules where loss of privilege is seen as appropriate
- distracted others in the class
- talked in assembly

Letter of apology Used when a child has:

- upset or hurt another child
- been rude or insolent to an adult

Sanction related to the misdemeanor Used when a child has:

- willfully damaged property or made a mess, such as tidying up or cleaning tables which the child has drawn on

Time out to another class (*used with caution due to disruption to receiving class*). Used when a child has:

- repeatedly disrupted the class
- repeatedly failed to settle to work
- the child **MUST** be sent with work to complete or engage in

Sent to reflection Used when a child has:

- Been moved to the red traffic light in class

Sent to senior leader Used when a child has:

- persistently, repeatedly or serially misbehaved
- been rude, insolent or failed to co-operate with an adult
- attacked another pupil
- endangered others
- threatened or bullied others
- willfully stolen or damaged school property or that of others

All cases must first be referred to the Phase Leaders for the Key Stage. If they are not available, then the incident should be referred to the Assistant Headteacher. If neither of these are available the incident should be reported by email or note so it can be dealt with the next day, or in the case of a serious incident that needs resolution that day Headteacher or SENDCO should be spoken to. This is by no means a definitive list of sanctions used at St Francis of Assisi but it does describe those most commonly used.

Adults at St Francis of Assisi Catholic Primary School try not use whole group/class or blanket sanctions. They take care to use sanctions only on those individuals who breach our rules.

PHYSICAL RESTRAINT

Children will only be physically restrained if their behaviour is deemed to be a danger to themselves or others. They will be restrained in accordance with the non-statutory advice by the Department for Education in accordance with the Education Act 1996 and the Education and Inspectors Act 2006 and the school's Physical Restraint Policy.

What I Did Wrong.

Name:

Date:

Draw a picture of what you did wrong

What rule have you broken

How has my behaviour affected others

Draw a picture of what you should have done instead

What I Did Wrong.

Name:

Date:

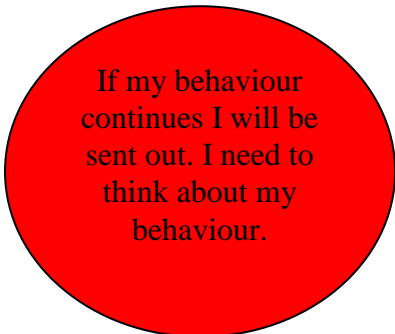
What I did wrong (write down how it started and include your feelings too as well as a record of the actual wrong doing)

What rule have you broken?

What could I have done instead?

How has my behaviour affected others?

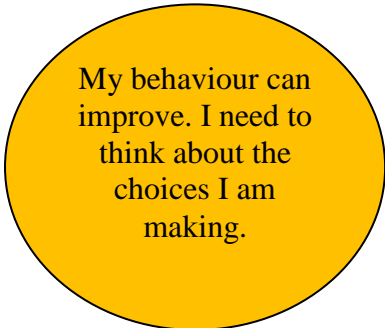
Appendix 1- Traffic light System



If my behaviour continues I will be sent out. I need to think about my behaviour.

Red traffic light-


If a child continues to break behaviour values; their name will be on this light. Children will be placed on the red traffic light in the classroom and will attend the next reflection time. In line with policy parents/carers, will be informed. If a child has been placed on the red traffic light twice within 5 days they will be put on report for one week.



My behaviour can improve. I need to think about the choices I am making.

Amber/orange traffic light-


If a child has broken the behaviour values or rights and responsibilities they will receive a warning, following this their name will be placed on this light. They will receive a further warning if their behaviour continues through the use of a tick against their name. If this continues they will move to the red traffic light.



My behaviour is very good- I will earn a house point.

Green traffic light-

A child can be placed on the green traffic light for very good behaviour, work, effort etc. Each child is allocated to a house; **Sapphire**, **Emerald**, **Topaz** and **Ruby**. House tokens will be given out directly for good behaviour and for any child who has been on the green traffic light.



I am a role model to my class. I will earn two house points.

Gold traffic light-

A child can also be seen as a role model and therefore have their name displayed on the gold star.

Appendix 5 – Behaviour Grid



| Stage | Description | Action | Sanction |
|--|--|--|---|
| 1 Minor Irritations (low level behaviours) Those that affect the flow of the lesson but do not impinge on others rights to learn. | <ul style="list-style-type: none"> Talking in class/ calling out/ telling tales Swinging on chairs/ pushing on carpet Unruly lining up/ moving around school Getting up and moving around Writing whilst teacher is talking Making background noises (whistling, humming) Laughing inappropriately Not taking care of equipment/fittings Fiddling/fussing | Traffic light system followed: 1 warning given (verbal or visual), then put on warning then put on red. If progresses to the red recorded in behaviour file and parent informed at the end of the day. | If progresses to the red given reflection time. Report card if 2 incidents of red traffic light within 5 days. |
| 2 Challenging behaviour (moderate levels behaviours) Those that impinge on others rights to learn and feel safe. | <ul style="list-style-type: none"> Persistent Stage One Answering back/ arguing/ lying/ eye rolling Refusal to do work/ follow instructions Name calling/ Laughing at another person Flicking/ throwing small objects Play fighting/ pushing Spoiling other children's work Laughing at another person Running in corridor | Traffic light system followed: straight to amber or red depending on the behaviour. (If behaviour continues, the child will be sent to the parallel class or phase leader when an HLTA or cover teacher is in the other class). Behaviour logged in behaviour file. Parent informed at the end of the day. | Reflection time. Report card if 2 incidents within 5 days. |
| 3 Serious Incident Those that attack another's right to learn, feel safe and valued | <ul style="list-style-type: none"> Persistent stage two behaviour Swearing Knocking over furniture Throwing objects in anger Persistent provocation of another child | Electronic log completed Straight to red Sent to Phase Leader Parent informed. | Reflection time. Report card for 2 incidents Meeting with SLT member and parents/carers and child. |
| 4 Very Serious Incidents | <ul style="list-style-type: none"> Persistent stage 3 behaviours Intended harm to another child (hitting, kicking, punching, fighting) Intended harm to an adult Intended harm to the property/vandalism Racist, homophobic comments Offensive use of social media Stealing/ Serious lying | Immediate involvement of SLT Parent to attend meeting in school. Report card. Referral to SAFS term for other possible consequences (ILP, referral to outside agency, learning mentor) | Possible exclusion Internal exclusion Fixed term exclusion (reintegration interview) Contact with WSCC WSCC form for racist incidents |

It is **not** appropriate for a child to be sent to an unsupervised area outside class, to be referred to SLT for minor wrongs or to use any form of physical punishment.

Appendix 6 - Report Card

Report Card

Child's Name:

Class:

Nature of concern:

| | Morning session 1 | Playtime | Morning session 2 | Lunchtime | Afternoon session | Class Teacher Comment | Senior Leader Comment | Parent Comment |
|------------------|--------------------------|-----------------|--------------------------|------------------|--------------------------|------------------------------|------------------------------|-----------------------|
| Monday | | | | | | | | |
| Tuesday | | | | | | | | |
| Wednesday | | | | | | | | |
| Thursday | | | | | | | | |
| Friday | | | | | | | | |

Pupil Reflections