

# ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



*Rooted in faith  
Growing in love  
Learning for life*

## **Behaviour Policy**

# **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 work in a climate of trust and mutual respect.

## **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.

## **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 and positive relationships
- 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 self-regulation strategies.
- Learning how to restore, renew and repair following negative incidents.
- Recognising they have the right to learn, and teachers have the right to teach.

## **How we achieve our aims**

At St Francis we ensure high standards of behaviour which permeate into all aspects of school life including the culture, ethos and values of the school. Our aim is to keep sanctions to a minimum to increase their effect when used. We also aim to make them appropriate to the incident. Using the Paul Dix *When the adults change, everything changes* behaviour management methodology, we base our approach on positive relationships and fostering a culture of kindness.

Our most serious sanction is the suspension of a child from school. The use of suspension 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.

## **ROLES AND RESPONSIBILITIES**

### **School:**

- Leaders to be visible and for all staff to maintain behaviour culture.
- To ensure training and support is available for all staff.
- To follow the school behaviour policy and communicate expectations.
- To maintain a safe and calm environment.
- To keep parents/carers informed and up to date.
- Always treat others with respect.

**Pupils:**

- Follow school behaviour standards and uphold the rules.
- Always treat others with kindness and respect.
- Reflect on negative behaviour and learn the process of forgiveness.

**Parents:**

- Help the school to develop and maintain good behaviour.
- To work with the school in the implementation of its behaviour policy
- Always treat others with respect
- Follow the Parent/Carer Code of Conduct

**School Culture**

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 non-negotiable statements and, through this discussion, create their own 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

We would like to remind parents/carers that these rules apply whilst children are on school premises, travelling to and from school, representing the school at events, school visits and any occasion where the children are wearing school uniform.

**Behaviour around the school**

- Walk sensibly around the school on the left (Smart Walking)
- Single, silent, straight line
- Line up silently in lines on the playground
- Hold doors open for others
- Enter and leave assembly in silence

**Responses for positive behaviour**

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

- By being put on the green traffic light or the outstanding star in class
- Through the house point/dojo system
- During assemblies celebrating achievement
- Through the awarding of certificates
- By being given stickers
- By informing parents/carers
- By being allocated special responsibilities

- By being sent to other members of staff and/or Head Teacher for special recognition

### **Star of the Week and Reader of the Week Rewards**

Winner to select from the following:

- Prize box
- Wear whatever you like to school
- Bring a teddy or special toy (no electrical items)
- Golden time – 15mins of choice time

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

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

### **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/dojos. House captains will collect all tokens weekly and update display in hall. Every term the winning house will receive a reward.

### **Responses to misbehaviour (Sanctions)**

Because there are times when children may not behave 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 promptly on CPOMs by staff.

*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 discussion/meeting will be held with the class teacher and/or senior leader. There will be an agreement regarding sanctions and the next steps that will be implemented by school and with support from home. Each day there will be an expectation that the report card is signed by parents and a member SLT.

*See Appendix 6 – Report Card*

### **What happens if a child misbehaves?**

A staged process of response is used depending on the severity of the incident. 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?

### **What the law allows**

Staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of staff, including school visits.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

### **Minor Incidents**

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 suspension from a particular game or activity for the rest of that playtime
- If the adult has a concern about the nature of the incident, 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.

### **Major Incidents**

These are less common. These will usually include incidents of pupil 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 incident will always be treated under this heading. The following process is used in these cases:

The adult in charge will talk through the incident briefly with everyone involved. If they decide that a major incident has occurred, they will refer the matter to a senior leader.

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).

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 may be referred to an external agency.

## **Incidents which could lead to suspension**

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 Head Teacher or Assistant Head Teacher, 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/Local Authority
3. Exclude the child from school

Fixed term suspension means a child is not allowed to attend school for a stated period. The law allows head teachers to exclude a pupil for up to 45 days in any school year. Fixed term suspensions 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 damage to property, serious actual or threatened violence against staff or a pupil, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.

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)

## **Re-integration Meetings**

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

## **Reflection**

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. Consequently, the child will stand with an adult for a given time (depending on age and incident). 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 in KS2 and five minutes in KS1, and the children complete

a reflection sheet. At the end of reflection, children tell the adult how they will avoid repeating the unacceptable behaviour and make more positive choices. In line with this policy parents/carers, will be informed by their class teacher or Key Stage Leader.

In EYFS, children may have time out if deemed appropriate in their learning time.

*See Appendix 2 and 3 – Reflection sheets.*

### **Behaviour outside the school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Schools will do this in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a member of staff or reported to the school. This includes school visits or school related activities, travelling to and from school, when wearing school uniform, behaviour that can cause repercussions to the running of the school, posing a threat to others (pupils or staff) and could adversely affect the school's reputation.

### **Child on child abuse and sexual harassment**

Following any report of this, the school will follow safeguarding principles set out in KCSiE (Keeping Children Safe in Education) – section 5. The DSL (Designated Safeguarding Leads will advise on the school's initial response. We create a culture of manners, courtesy, dignified and respectful relationships. Where pupils fall short of these behaviour expectations may be sanctioned whilst other investigations by police and/or children's social care are ongoing. We will ensure that all victims are reassured, supported, and kept safe. They will always be taken seriously. If there are reports that are proven to be deliberately invented or malicious, the school will consider disciplinary action. Referrals are always made when appropriate to do so.

### **Online Safety and use of mobile phones**

Children are taught how to use technology responsibly and safely in conjunction with our Online safety Policy and the Mobile Phone Policy. Mobile phones are not permitted in school and all children who bring a mobile phone must have permission from the Head Teacher and check it in each day. Where this is compromised, the Behaviour Policy is followed to correct inappropriate use.

Reviewed June 2024  
Next review July 2025  
SW and Teaching Staff

## **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 incident** 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

### **Main sanctions when on red**

- Attend reflection
- Time out to another class
- Sent to a senior leader

All cases must be logged on to CPOMs. In the case of a serious incident that needs resolution that day, the Head Teacher, Senior Assistant Head Teacher 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 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.

Reviewed Sept 2025

# KS1 Reflection Sheet

Name:

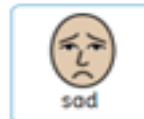
Date:

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

# KS2 Reflection Sheet

**Name:**

**Date:**

**Teacher update on incident (s)**

**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 4

### Appendix 1- Traffic light System



#### **Gold traffic light-**

A child can also be seen as a role model and therefore have their name displayed on the gold star and receive 2 House Points/Dojos.



#### **Green traffic light-**

A child can be placed on the green traffic light for very good behaviour, work, effort etc. and earn a House Point/dojo .



#### **Amber 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.



#### **Red traffic light-**

If a child continues to break behaviour values; their name goes on red. Children will be placed on the red 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

## Appendix 5 – Behaviour Grid

All Stage 2 and above are recorded on cpoms.

Stage	Examples	Action	Sanction
<p>1 Low level behaviours</p> <p>Those that affect the flow of the lesson but do not impinge on others' rights to learn.</p>	<ul style="list-style-type: none"> <li>Talking in class/ calling out</li> <li>Swinging on chairs/ pushing on carpet</li> <li>Unruly lining up/ moving around school.</li> <li>Getting up and moving around</li> <li>Writing whilst teacher is talking</li> <li>Making background noises</li> <li>Laughing inappropriately</li> <li>Not taking care of equipment/fittings</li> <li>Running in corridor</li> </ul>	<p>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.</p>	<p>If progresses to the red given reflection time. Report card if 2 incidents of red traffic light within 5 days.</p>
<p>2 Challenging behaviour (moderate levels behaviours)</p> <p>Those that impinge on others' rights to learn and feel safe.</p>	<ul style="list-style-type: none"> <li>Persistent Stage One</li> <li>Answering back/ arguing/ lying/ eye rolling</li> <li>Refusal to do work/ follow instructions.</li> <li>Teasing / Laughing at others</li> <li>Flicking/ throwing objects</li> <li>Play fighting/ pushing</li> <li>Spoiling other children's work</li> <li>Inappropriate behaviour in the toilets</li> </ul>	<p>Traffic light system followed: straight to amber or red depending on the behaviour. Parent informed at the end of the day if on the red.</p>	<p>Reflection time. Report card if 2 incidents within 5 days.</p>
<p>3 Serious Incident</p> <p>Those that attack another's right to learn, feel safe and valued</p>	<ul style="list-style-type: none"> <li>Persistent stage 2 behaviour</li> <li>Swearing</li> <li>Knocking over furniture</li> <li>Throwing objects in anger</li> <li>Persistent provocation of another child</li> </ul>	<p>Straight to red Sent to Phase Leader or SLT Parent informed.</p>	<p>Reflection time. Report card for 2 incidents. Meeting with SLT member and parents/carers and child.</p>
<p>4 Very Serious Incidents</p>	<ul style="list-style-type: none"> <li>Persistent stage 3 behaviours</li> <li>Intended harm to another child</li> <li>Intended harm to an adult</li> <li>Intended harm to the property/vandalism</li> <li>Racist, homophobic comments</li> <li>Offensive use of social media</li> <li>Stealing/ serious lying</li> <li>Harm to children and adults</li> </ul>	<p>Immediate involvement of SLT</p> <p>Parent to attend meeting in school. Report card. Referral to outside agency, suspension internal or external).</p>	<p>Possible suspension Internal suspension Fixed term suspension (reintegration interview) Contact with WSCC WSCC form for racist incidents</p>

**Appendix 6 - Report Card**

**Report Card**

**Child's Name:**

**Class:**

**Nature of concern:**

	<b>Morning session 1</b>	<b>Playtime</b>	<b>Morning session 2</b>	<b>Lunchtime</b>	<b>Afternoon session</b>	<b>Class Teacher Comment</b>	<b>Senior Leader Comment</b>	<b>Parent Comment</b>
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								
<b>Friday</b>								

**Pupil Reflections**