

# ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



## Behaviour Policy

### Mission Statement

*At St Francis of Assisi, we believe God is at the heart of our school. As a school community, we work together to provide a caring, stimulating and nurturing environment, where every child can discover their true potential and grow closer to Christ. As pupils and staff we encourage in each other a love of learning. This is a place where we can all belong and where diversity and difference is celebrated. We rejoice in each others' uniqueness and respect the dignity and beauty of each individual. Using our gifts and talents we will actively seek to make a real difference - by caring for one another and caring for our world.*

# **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 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 SENDCO 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 Classteacher, 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 classteacher.

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. The 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.

### **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 an Assistant Headteacher or SENDCO. 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 on the green traffic light found in all classes. Star system for behaving consistently well.
- 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 Learner of the Week Rewards**

Winner to select from the following:

- Head teacher for an hour
- Prize box

- Wear whatever you like to school
- Sit next to a friend for a day
- Bring a teddy ( no electrical)
- Help teach the class
- Take a friend in early for lunch
- Play in a brother or sisters playground with a friend
- For fruit snack have any snack of their choice
- Pick lesson anywhere in the school to be in for an hour
- Take a friend to the art room for an hour.
- An art and crafts afternoon
- Play games in the ICT suite at lunch or for an afternoon
- Lunch at the "teacher table" in the hall

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

- Winter – Film in hall with popcorn (afternoon)
- Spring- House Disco (2.00-3.00pm and mufti)
- Summer- Picnic on field (afternoon)

### **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

All classes to go in at the same time in the morning

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 Thursday afternoon 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 in incident books held by class teachers, midday supervisors and first aiders.

*See appendix 5 - 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, phase 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 7 – 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 classteachers 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 6 – 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
- 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 or discussing the problem with the child's parents/carers.

*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. If the misdemeanour has occurred at lunchtime it will also be recorded in the class behaviour book so that the classteacher is made aware, and any patterns of misbehaviour can be identified more easily.

The senior leader will fully investigate the matter and document it. 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 classteacher for reference
3. Pass back to classteacher to inform parents/carers
4. Write a letter to parents/carers personally outlining incident
5. Ring parents/carers before end of day and invite them in to discuss incident
6. 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 Phase Leader/Key Stage Leaders.. 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.

## **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 this. In addition to this they may also take independent written statements from adults and other children who may have been involved.

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, Deputy or AHT 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 Deputy Head teacher, Head teacher, 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 3 and 4 – Reflection sheets*

### **Class Behaviour Folder:**

If a child has been put on the red traffic light, an entry will be made in the classroom behaviour folder. Parents and carers will be informed by the class teacher when a child has been placed on the red. This book is monitored by Phase Leaders 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.

July 2018

Review July 2019



## APPENDIX 1 - MOST FREQUENTLY USED SANCTIONS

**Missed playtime** (missing one of the breaks either by staying in with the classteacher 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:

- wilfully 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 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
- wilfully 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 HT 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.

## 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 Control and Restraint Policy.

## Appendix 2

### Behaviour for Learning:

We are developing children's ability to discuss their learning and identify what makes them better learners. Children face huge challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful. We have decided to work with the children to develop the following learning behaviours: -

I am:

- **imaginative** – We can be imaginative in many ways not just art and drama but in all areas of the curriculum. We want children to value their own ideas and believe that they have the strategies to solve problems.
- **motivated** – We want children to develop the belief that learning is for them and they have a responsibility for their own achievements, it is also about valuing effort and taking the initiative for their own learning.
- **cooperative** – We want children to treat adults or others as they wish to be treated, this is mirrored in the way they speak to adults and adults speak to them. We want children to believe it is acceptable to think differently and it is fine to change your opinion and to be able to manage this within a group situation.
- **reflective** - We want to see children actively evaluating their work and developing the ability to believe that they can always improve taking pride in their own and others work and achievements.
- **resilient** - We want to see children learning from mistakes and seeing that having to rethink an aspect of their learning is a way to improve. Resilience is about picking themselves up after a setback and being able to give it another go.
- **A risk-taker** – We want children to be able to question and ask "What if...?" and "What shall we try now?" – Children need to push themselves to try new things and know that learning is sometimes challenging. (Blooms Taxonomy questions can be used to deepen thinking skills)

These will be displayed in every classroom on the 'Be a Powerful Learner' display board. The above learning powers will be taught across the curriculum within all lessons so that children develop transferable skills. Through the implementation of these behaviours children will be more focused and engaged in their learning

### **Working with Parents/Carers and expectations**

These are the channels we use for working with parents/carers/carers:

We welcome the opportunity to work with parents/carers to promote and reinforce the School's Ethos. Parents/Carers are always welcome to meet with the Head Teacher and Deputy Head regarding any concerns they have about their children. We expect Parents/carers to support our policy and procedures by reinforcing the St. Francis of Assisi School way. (See Appendix 7)

# 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**

Appendix 4

## 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 5

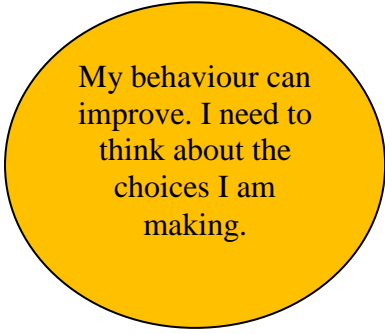
### Appendix 1- Traffic light System



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 star.

#### **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; **St Bernadettes**, **St Dominics**, **St Peters** and **St Richards**. House tokens will be given out directly for good behaviour and for any child who has been on the green traffic light.



**Gold traffic light-**

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

**Appendix - Behaviour Grid**

Stage	Description	Action	Sanction
<b>1 Minor Irritations</b> (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"> <li>Talking in class/ calling out/ telling tales</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 (whistling, humming)</li> <li>Laughing inappropriately</li> <li>Not taking care of equipment/fittings</li> <li>Fiddling/fussing</li> </ul>	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.
<b>2 Challenging behaviour</b> (moderate levels behaviours) Those that impinge on others rights to learn and feel safe.	<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>Name calling/ Laughing at another person</li> <li>Flicking/ throwing small objects</li> <li>Play fighting/ pushing</li> <li>Spoiling other children's work</li> <li>Laughing at another person</li> <li>Running in corridor</li> </ul>	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.
<b>3 Serious Incident</b> Those that attack another's right to learn, feel safe and	<ul style="list-style-type: none"> <li>Persistent stage two behaviour</li> <li>Swearing</li> <li>Knocking over furniture</li> </ul>	Electronic log completed Straight to red Sent to Phase Leader	Reflection time. Report card for 2 incidents Meeting with SLT

valued	<ul style="list-style-type: none"> <li>• Throwing objects in anger</li> <li>• Persistent provocation of another child</li> </ul>	Parent informed.	member and parents/carers and child.
4 Very Serious Incidents	<ul style="list-style-type: none"> <li>• Persistent stage 3 behaviours</li> <li>• Intended harm to another child (hitting, kicking, punching, fighting)</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> </ul>	<p>Immediate involvement of SLT</p> <p>Parent to attend meeting in school. Report card. Referral to SAFS term for other possible consequences (ILP, referral to outside agency, learning mentor)</p>	<p>Possible exclusion</p> <p>Internal exclusion</p> <p>Fixed term exclusion (reintegration interview)</p> <p>Contact with WSCC</p> <p>WSCC form for racist incidents</p>

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 7 - 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**