



# St Francis of Assisi Catholic Primary School



## **Behaviour Policy.**

**2023-2024**

**Our mission statement:**

***“Nothing is impossible with God.” Luke 1.37***

### **Statement of intent**

St. Francis is committed to safeguarding and promoting the welfare of all. We believe all staff and visitors have an important and unique role to play in Safeguarding, including PREVENT, and Child Protection. The principles of this policy will be applied in accordance with the principles set out in the Safeguarding and Child Protection Policy, recognising that the welfare of the child is always paramount.

We are committed to Inclusion and Equality for all. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We welcome and support those seeking sanctuary. Our school endeavours to provide creative and immersive learning experiences for all our children; providing positive and unique personal encounters for all.

We seek to provide a safe and happy environment where all can flourish; where diversity is celebrated and the gift of life cherished.

### **AIMS AND VALUES**

*The Behaviour for Learning Policy stems from the Mission Statement and aims of the school. It is the manifestation of a Mission Statement which is based upon Gospel values which recognise that all have Christ within them, possess God given talents and have unique value. It is the means through which the caring environment is sustained and in which individuals are valued and encouraged to develop to their full potential. Behaviour Management is regarded primarily as a positive fostering of self-esteem and self-discipline which acknowledges the value of all the individuals in our school community and the larger communities outside. It has close links with regular and punctual school attendance. All staff are role models for the children and must demonstrate in their interaction with children, colleagues, parents/carers and all those involved with school, a value for individuals shown in courtesy and a willingness to listen.*

***‘Not all of us can do great things.  
But we can do small things with great love.’  
St Teresa of Calcutta***

We believe that the welfare of the children in our care is of paramount importance. The emphasis of this policy is to encourage and reward a positive code of behaviour and support the children in self-management.

The policy will:

- Encourage a calm, purposeful atmosphere within school.
- Create a consistent approach to behaviour management throughout the school with children, staff and parental involvement and co-operation.

- Model and develop appropriate behaviour.
- Foster positive caring attitudes to one another and the environment.
- Develop increasing independence and self-discipline so that each child learns to accept more responsibility for themselves.
- Acknowledge that each and every person who joins our school has a personal journey and part to play and that they will be valued.
- Support each individual by encouraging a feeling of self-worth and developing their confidence.
- Listen with care to the views and opinions of one another and respond in a polite, thoughtful manner to one another.
- Use restorative practice strategies to create and inspire an environment of tolerance, understanding and positive decision making by children and staff
- Strive at all times to ensure children feel acknowledged and valued as they develop their own understanding of their behaviour management strategies, without judgment or 'blame'
- Create an orderly and stimulating environment for effective teaching and learning to take place.

## **CODE OF BEHAVIOUR**

This 'Code of Behaviour' applies to everyone in the school community. It is there to ensure that St. Francis is a happy school where everyone can pray, work and play in an atmosphere of love and personal safety. A place where all children and adults are challenged and encouraged to reach their full potential in an environment that is cared for and respected by us all.

- \* We will be considerate and thoughtful at all times, treating each other with respect.
- \* We will see a clear difference between the person and the behaviour.
- \* We will always try our best and help others if we are able to.
- \* We will always do as we are asked by adults in school.
- \* We will speak appropriately at all times and listen to others.
- \* We will walk inside school in single file along the corridors, waiting our turn sensibly.

## **DEVELOPING AND ENCOURAGING GOOD BEHAVIOUR**

### ***'CATCH THE CHILDREN BEING GOOD'***

**The staff's responsibility will be to:**

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.

- Provide a challenging, interesting and relevant curriculum. Create a stimulating and safe environment which enables children to develop spiritually, academically, physically and emotionally.
- Be an excellent role model.
- Use school rules, reward and consequence systems clearly and consistently and raise the profile of achieving team points in the classroom, in order to strengthen the sense of team/class achievement. These include certificates home, class award, team points and agreed rewards.
- Recognise each child's individuality, their needs and their talents.
- Encourage self-discipline in the children, giving them more responsibility where appropriate.
- Acknowledge and praise children who demonstrate responsibility for their own behaviour.
- Ensure criticism is constructive, supportive and fair.
- Support the children in developing their understanding of their own behaviours and the impact, through restorative practice strategies.
- Strive to always view the children and their behaviours through professional and not personal eyes.
- Share achievements with parents through a variety of ways, e.g phone call home, postcard, etc
- Develop good relationships with parents, fostering a partnership between home and school.
- Enter incidents of appropriate and inappropriate behaviour on the school Behaviour Database regularly.
- Staff will undertake all their responsibilities in line with the school's 'Code of Conduct'.

**The children's responsibility will be to:**

- Follow the school rules and behaviour management system.
- Work to the best of their ability, and allow others to do the same.
- Treat all children and adults with respect.
- Follow instructions given to them by members of staff.
- Behave in a friendly and co-operative way, with adults and children.
- Look after their property, school resources and keep the school environment clean and tidy.
- Attend school regularly.
- Arrive on time and dressed in school uniform.
- Leave valuable possessions and toys at home.

## The parents/carers' responsibility will be to:

- Make children aware of appropriate behaviour in all situations.
- Support the school in their efforts to provide an orderly and stimulating environment so that effective teaching can take place for all the children.
- Be prepared to discuss their child's behaviour with their class teacher and/or a member of the Inclusion Team or SLMT, working in partnership to:
  - a) celebrate good behaviour
  - b) modify unacceptable/unsafe behaviour
- Show an interest and commitment to their child's progress.
- Attend termly parental consultation meetings which includes 'Record of Achievement Day'
- Make sure their child is dressed in the agreed school uniform and footwear and that no jewellery is worn. If children must have pierced ears then a pair of stud/ sleeper earrings may be worn, one in each ear. **Multiple earrings must not be worn.** Parents should arrange for them to be 'taped' for P.E. or games lessons, as they can be a health and safety hazard.

## **UNACCEPTABLE BEHAVIOUR**

We will not tolerate: bullying, fighting, stealing or lying, excessive noise in school, damage to property - their own or others, bad language, harassment (verbal or physical), discrimination, rudeness to each other or any adult in the school community. Anyone observing or experiencing bullying, harassment, discrimination or vandalism are encouraged to enlist the help of adults in the school to resolve these types of problems. All occurrences of these types of behaviour will be investigated. The member of staff receiving the initial report **MUST** in all circumstances carry out an investigation and complete the Pupil incident/allegation investigation form' and the 'Pupil Incident, Statement Form' and hand it to a member of the SLMT team. This will then be logged on CPOMS. Consequence systems exist to protect individuals from these negative forms of behaviour.

In the event of an allegation of bullying being made by a child or parent, the member of staff receiving the initial report **MUST** in all circumstances carry out an investigation and complete the Pupil incident/allegation investigation form' and the 'Pupil Incident, Statement Form'. Once this has been completed it **MUST** be given to a member of the SLMT to be investigated further. Once an investigation has been completed and the next steps have been agreed it will then be uploaded to CPOMS. Where a member of staff is concerned that bullying may be happening the above procedure should be followed in order to assess and establish the facts.

If allegations are made of bullying behaviour outside of school a 'Pupil Investigation Form' must be completed and, when deemed necessary by the SLT, parents notified of the findings.

## **CLASS RULES**

These rules will then be displayed clearly within each classroom and referred to on a regular basis.

- Be SAFE
- Be READY
- Be Respectful

Children will be supported in managing their behaviour using the ladder to success. Parents will be informed of this system.

## **REWARDS AND FURTHER SUPPORT**

### Above and Beyond

This is a system that can be used by all staff in school. It is important that we are all on board with it and fully understand its use. We strive to recognise when our children are going above and beyond but also to support them when things are not going so well.

#### How does it work?

- You see a child doing something above and beyond, you recognise them for it and tell them they can move their name up the ladder to success. Please be mindful here of the always children as sometimes they can be overlooked in the midst of everything else going on.

Positives (Just a few examples) These can be from in or out of the classroom.
<ul style="list-style-type: none"><li>• Listening really well</li><li>• Focused with their learning</li><li>• Helping other children</li><li>• Being kind at playtime</li><li>• Helping the teacher/ other adults in the room</li><li>• Excellent home learning</li><li>• A fantastic piece of work</li></ul>

- You see a child is doing something that is not desired: talking in lesson, not listening to the teacher, being unkind to someone on their table, not playing particularly well at playtime etc. You give them a verbal warning and remind them of what it is they need to be doing.
- You then see that this behaviour is continuing, or they're doing something else that is not desired. You then tell them they need to move their name down the ladder to success and think carefully about how they're going to make improvements.
- If this were to persist, they would then be asked to move their name down again. This may warrant thinking time, or spending some time at break/ lunch catching up with what they've missed/ not got done if it was learning related.
- Some behaviours are clearly of a higher level and would require the child's name to be moved down 2 levels of the ladder. This is unusual as we would like to give them the opportunity to reflect on it. This may be: physically assaulting someone or damaging equipment purposefully etc.

#### Short-term rewards

- A member of staff will record on the class sheet, using a highlighter, where each child is at the end of each day.
- YELLOW – SUPERSTAR (Top level of ladder)
- GREEN – SMILES
- PINK – Moved down
- At the beginning of each day, every child will move back to the centre of the ladder.

## Long-term rewards

- If a child has 5, 6 or 7 weeks out of the half term where they remained green and yellow for the whole week, they will have automatically earned a place on the green trip.
- If a child has got 3 or 4 weeks of all green and yellow and the remaining weeks have one or more pinks, they will be placed into a hat for the green trip. Each class has 1 extra place so 1 name would be drawn out of the hat and they would attend the green trip.
- If a child only has 1 or 2 green/ yellow weeks and the remaining ones have one or more pink they will not be eligible for the green trip for that half term.

## Further support

- 1 week with one or more pinks – speak to the child about their behaviour and ensure they know how to put it right
- 2 weeks with one or more pinks – send a note home to parents for their support in speaking with their child
- 3 weeks with one or more pinks – the parents is invited in to speak with the class teacher to plan how they will improve
- 4 weeks with one or more pinks – the key stage leader invites parents in for a meeting
- 5 weeks with one or more pinks – the head of school invites parents in for a meeting

## **CONSEQUENCES**

When dealing with reported incidences we are conscious to always maintain a child's self-esteem and that it is the 'behaviour' that is unacceptable and never the child. Children's behaviour, whenever possible will be discussed in private.

Wherever possible we encourage negotiated sanctions that match the offence, and apply restorative practice strategies. In discussion with the child we will:

- \* Check that the child understands what part of our Code of Behaviour/Class Rule has been violated.
- \* Establish they know the behaviour was unacceptable.
- \* Explore the effect that behaviour has on others.
- \* Examine strategies for avoiding the same situation in the future.
- \* Encourage children to think of, or offer some alternative strategies that are healthy and safe.
- \* Problem-solve.
- \* Agree with the child what an appropriate consequence would be to make amends to either the individual or the school community. This could be through letters of apology, carrying a specific task which benefits the wider school community, completing class work in their own time etc. In cases of extreme behaviour this step may be negated by the Headteacher/Assistant Head/ School Business Manager.

The most powerful consequence, for the majority of children, is the disapproval of those whose views (adults or peers) they respect. We use PSHE and Collective Worship to actively encourage discussion about

school life and gain a greater knowledge of and respect for one's peers, enhance self-esteem and foster a caring ethos.

Extra work, such as maths or writing, should never be given as a punishment as this promotes a negative image of academic work, quite the opposite to our aim. This however does not include 'completing unfinished classwork', which can reasonably be expected to be completed.

The adult responsible should deal with the incident at the time. It is de-skilling and disempowering for staff members to make undue use of the hierarchy. Consequences should, whenever possible, be immediate, relevant and always of short duration.

Any deliberate damage to property will result in the child being expected to clean/repair/or contribute to repairs. A bill will be sent home.

All consequences should be recorded on CPOMs along with details of the incident itself. Where a child's behaviour is persistent or escalating this information WILL BE REQUIRED by staff when meeting with parents and/or carers or exploring additional classroom support, external assessment etc.

For children requiring further support a 'Team around the child' meeting will be held with all relevant members of staff. The child's voice will be collected and their views will be included. A plan will then be put in place to help support the child going forwards. The child may be put on a plan called a Positive Behaviour Support Plan (PBSP) which will be reviewed and adapted where required. This plan will then be shared with parents

## **BULLYING**

Certain behaviours are so extreme that the above system may be by-passed at the discretion of the Head

What is bullying?

For something to be bullying it has to have occurred multiple times on purpose. Bullying is intentional (not an accident) and repetitive. Bullying can be by one person or a group of people. Examples include: Fighting (physical contact), Verbal bullying, emotional bullying, cyber bullying, prejudice based and discriminatory bullying.

What to do if you think you are being bullied:

- Talk about it! Tell a teacher or adult who you trust.
- Ask a friend to help you speak to an adult if you are uncomfortable to doing it yourself.
- Speak to your parents or an older brother or sister.
- Ring Childline (0800 1111).

## **PEER ON PEER ABUSE**

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery. It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up or boys being boys.

Our school has a zero-tolerance approach to such attitudes and behaviours. Mrs K Smith and Miss Daniels regularly check CPROMs for entries which may constitute peer on peer abuse.

**What should staff do?**

- Always listen carefully to the child and take the report seriously.
- Always investigate the situation carefully.
- Escalate the incident to the safeguarding Team if necessary.

### What will happen next?

- The incident will be thoroughly investigated by the Safeguarding Team/ SLT/ Inclusion Team using the Pupil Incident Statement form.
- Appropriate action will be taken to resolve the issue.
- Parents will be involved.
- The incident will be monitored over time to ensure a full resolution. Behaviour is also regularly observed and monitored by senior staff/ Inclusion Team. Children who do not feel confident about verbally sharing their concern can write it down and pass it to a member of staff.

### **EXCLUSIONS FOR EXTREME BEHAVIOURS**

Certain behaviours are so extreme that the above system may be by-passed at the discretion of the Head Teacher and result in instant exclusion. Such behaviour may include:

- \* Swearing at a member of staff.
- \* Unprovoked physical attack on a child or member of staff.
- \* Physical incidents of a sexual or discrimination nature.
- \* Proven incidences of bullying once an investigation has taken place.
- \* Instances involving substance misuse or supply on the premises

All exclusions will follow Diocesan and LEA guidelines. They will generally follow the pattern of - 1 day, 2 days, 3 days, 5 days, 8 days with a maximum of 45 within an academic year, after which permanent exclusion will be considered, in full consultation with the Pupil Support committee of the Governors.

Exclusion will follow the required procedures laid down by the LEA and DfE. (Copies available from school on request)

The age of the child, the best interests of the child and the difficulties that some children experience will always be taken into account when sanctions are being imposed. We do however, feel that it is extremely important for the other children to be assured that every incident is dealt with fairly.

Children **will always** be given an opportunity to discuss their behaviour and programmes put in place to help them achieve a more appropriate way of conducting themselves.

Exclusions of any kind **will only** be used as a last resort or in exceptional circumstances and Governors will always be informed.

Parents are **encouraged** to make an appointment to discuss any matters that may worry them about their child, no matter how small.



Sometimes it is difficult, but with **your support** we can **work together** to provide the opportunities for your child to grow, spiritually, socially, personally, academically and physically within our school family surrounded by God's Love.

This policy has been written in consultation with the children, staff, Governors and parents/carers of St. Francis.

This policy will be reviewed bi-annually.