

St. Francis' Catholic Primary School



Behaviour Policy June 2023

Approved by Governors:
Review date:

June 2023
June 2024

MISSION STATEMENT

Peace

Love

Knowledge

As followers of Jesus and St Francis we pray that we are instruments of peace, learning to love and be loved, embracing our differences and striving for excellence in all we do. Amen

School Aims

We aim to be a school where all members of the community live according to Gospel values, promoting the virtues of freedom, sincerity, justice, truth and joy, allowing all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.

To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.

Golden Rules

These are referred to by all staff to remind children of general whole school expectations of behaviour:

We are gentle	We don't hurt others
We are kind and helpful	We don't hurt anybody's feelings
We listen	We don't interrupt
We are honest	We don't cover up the truth
Work hard	We don't waste our own or other's time
We look after property	We don't waste or damage things

Aims of This Policy

- To foster a caring family atmosphere in which teaching and learning can take place in a safe, happy and supportive environment.
- To enable good discipline to be maintained and managed in a fair and equal way throughout the school.
- To inform staff, parents, pupils and governors of the set procedures for maintaining good discipline throughout the school.
- To teach moral values and attitudes as well as knowledge and skills through our curriculum. In accordance with our Catholic vision this will promote good relationships, respect for self and for others, responsible behaviour, and respect for property.
- To reinforce good behaviour, by providing a range of rewards for pupils of all ages and abilities rather than simply to punish inappropriate behaviour.
- To maintain a whole school supportive, tolerant and nurturing approach to integrating children back to school
- To enable a whole school approach to maintaining good discipline in order for effective learning and teaching to take place.
- To make clear to pupils the distinction between minor misdemeanours and serious misbehaviour, and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Code of Conduct

Pupils can expect staff:

- To reinforce the Golden Rules so that pupils understand the expectations within the setting and environment and are given reasonable time to adjust.
- To follow the Golden Rules
- To show tolerance and empathy
- To address them in a reasonable tone of voice
- To deal with them fairly, equitably and consistently
- To value all aspects of their achievements and to congratulate them when seen doing good
- To act as role models and discuss things that go wrong and the reasons why we have rules
- To deal with bullying
- To ensure a safe learning environment

Staff can expect pupils:

- To follow the Golden Rules
- To be punctual and ready to learn

- To sort out disagreements using the High Five strategies
- To understand that it is their behaviour that triggers the system of consequences
- To take responsibility for their own behaviour
- To know when to apologise and show regard for fellow pupils
- To report any serious grievances against another child to a member of staff who will take appropriate action
- To walk around the school quietly and calmly
- To tell an adult if they are being bullied or they know someone else who is
- Understand that foul or abusive language should never be used
- To be aware that they should not bring sharp or dangerous instruments to school

Promoting Positive Behaviour

Our emphasis should be constantly on praise. We will encourage good behaviour by acknowledging and congratulating those pupils who are meeting expectations. These must be promoted by the whole school community. They operate on an individual basis as well as whole class working together. The following incentives and rewards for achievement apply:

Positive Recognition of Working Together within the Classroom

Class Marble Rewards

To encourage positive whole class behaviour a marble reward scheme operates in each class (appendix A). A marble may be awarded for each morning and afternoon session. Marbles are awarded for positive whole class behaviour choices e.g. making a good effort, using classroom voices, following instructions, working co-operatively. Poor behaviour choices by an individual pupil should not prevent a marble being awarded to a class. However, poor behaviour by a group of pupils would prevent the award of a marble. Once awarded a marble cannot be rescinded.

Once 50 marbles have been awarded the class earns a reward. This could involve ~~a visit out of school~~, movie or a games afternoon. Consideration must be given to keeping costs to a minimum and ensuring all children are able to access the reward.

Positive Recognition of the Individual Pupil

Pupils who are consistently making good choices are recognised with rewards such as praise, stickers and positive notes home. In addition to this:

Star of the Week:

Each week teachers nominate a child from each class to be 'Star of the Week'. These can be awarded for any aspects of citizenship or behaviour, and they are nominated by teachers at assembly on Tuesday morning, with names displayed on the board. This might include:

- A consistently positive attitude to school life
- Kindness, helpfulness or honesty
- Caring for the school environment

Golden Certificates

Each week teachers nominate 3 children from each class to receive a Golden Certificate. These can be awarded for any aspects of exceptional effort over the week or academic achievement. Teachers must ensure that the names of the children and reasons for awarding the certificates are listed in the Golden Book together with the certificates, which are handed out at assembly on a Thursday morning.

Going for Gold

In our school, each class uses the Traffic Lights system of behaviour management, which incorporates both rewards and consequences.

Pupils who choose to follow the rules progress up the 'colours' as follows:

- Bronze- Children move from green to bronze for consistently positive behaviour and following the golden rules
- Silver- Children move from bronze to silver if this excellent behaviour continues in the same day

Gold - Children move from silver to gold in exceptional cases of outstanding and consistent learning behaviour throughout the day.

- At the end of the day the class teacher looks to see where pupils are on the Traffic Lights. If children have sustained their position on bronze or silver they are issued with a bronze or silver sticker.
- If they remain on gold they will be issued with a special gold sticker and will be sent to the Head Teacher to receive a Head Teacher's gold certificate at the end of the day.
- Each half term, the names of the gold children will be picked out of a hat to see which child attends a Gold visit with the Head Teacher.
- No more than 18 stickers should be given out in a week- 2 golds, 4 silvers and 12 bronze.

Procedures to Follow When Rules Are Broken

Teachers have a right to teach and all children in the class have the right to learn. Children who break school rules stop teachers from teaching, and stop others and themselves from learning.

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and they have CHOSEN not to. A record is kept of any sanctions a child may have received and why, in the Learning Mentors' file.

All members of staff working with groups or individuals should apply the behaviour policy and follow the procedures in the same way as class teachers. Each classroom and teaching space should have the Golden Rules displayed. Unacceptable behaviour should be made explicit and the child should be continuously encouraged to reflect upon their choices.

Consequences

Pupils who choose not to follow the rules progress down 'the 'Going for Gold' system as follows:

- Before moving to amber the class teacher will use refocusing, redirecting, and reminders before a warning is given.
- Warning for amber; name moved off green and placed next to amber.
- Name moved to amber; sit alone for 5 minutes on the Thinking Chair. The Thinking Chair should be placed where children can still see and hear the lesson.
- Warning for red: name moved off amber and placed next to red
- Name moved to red; sent to parallel class for a maximum of 10 minutes, using the Stepping Stones Referral Slip (appendix B). The child will then spend break time the following day in the Reflection room thinking about their choices.
- After reaching red on the traffic lights, if the child persists with unacceptable behaviour a Pink Slip (appendix C) must be completed detailing the reasons for the referral. The child then spends the afternoon in the Reflection room. (Only in exceptional circumstances should the child be sent to a member of SLT in the morning). It may be necessary for the child to be escorted out of class by an adult (or, in exceptional circumstances, the Learning Mentor or Headteacher).
- Children who are sent to the Reflection room will be expected to reflect on their behaviour and consider alternative courses of action by completing "Thinking about my behaviour" (appendix D). Work must also be provided by the Teacher.
- If a child makes extremely poor behaviour choices and is not on red on the traffic lights, they may be sent to the Reflection room immediately. The Extreme behaviour section must be completed on the Pink slip (appendix C).
- Once a child has had a pink slip, The Learning Mentor will contact the child's parents/carers to inform them of the incident.
- If a child has been on red (stepping stones) three times, the Learning Mentor will inform parents by letter.
- If a child receives three Pink slips, the Learning Mentor will send them directly to the Behaviour Leader, who will meet with parents. A Behaviour Support Plan may be required, which will outline key targets for improvement linked to strategies and sanctions to achieve these targets. The plan is carefully monitored by the class teacher in liaison with the Learning Mentors and Behaviour Manager. The Head Teacher may also be involved in this process alongside other outside agencies.
- Only in extremely rare cases will a child spend more than two consecutive days in the Reflection Room. In extreme cases or where a child has repeatedly not responded to the Reflection Room provision, exclusion will be considered.

- Whilst recognising that consistency is essential to the effective implementation of the Behaviour Policy, each incident must be considered on its own merits, particularly where a child has Special Educational Needs.
- At the beginning of each morning all the children's names move back to Green. If a child at any point makes positive behaviour choices they are able to move back to Green.

Procedures for Dealing with Extreme Behaviour

Extreme behaviour includes incidents such as violence, blatant defiance of an adult, swearing at an adult, use of obscene language.

Any or all of the following may be used as appropriate, depending on the child's demonstrated and observed response and the Head Teacher's judgement:

- A verbal warning by the HT concerning future conduct.
- Lunchtime spent in the reflection room.
- Withdrawal from the classroom for the rest of the day.
- Letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, fixed term or permanent exclusion procedures are implemented.
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the governing body and LA informed.
- If a pupil makes an allegation against a member of staff it will be investigated. Pupils who make malicious allegations against a member of staff will be excluded for a set period of time.

NB: A particularly serious problem may result in suspending the normal procedure and a child being sent home straight away.

A Child at Risk of Exclusion

The Local Authority's Behaviour Support Services advise that a child who is at risk of exclusion should have a Pastoral Support Plan in place, to support a child, their parents/carers and the school. This is a preventative measure for excluding a child where meetings are held and targets are formulated. The key aims of these plans are:

- To share knowledge and perceptions of the difficulty
- To agree a plan of action
- To agree roles and responsibilities, for example, nominate member of school staff to co-ordinate the programme
- Involvement of family and pupil/student

Playground Systems and Procedures

Playtime

- 'Going for Gold' will only be used for the classroom.
- Minor misbehaviours should be dealt with by staff on duty and, if necessary, pupils should be required to apologise and stay with an adult for five minutes.
- Extreme incidents should be referred to the Reflection room or a member of the Senior Leadership Team and complete "Thinking about My Behaviour" yellow sheet (appendix E).

Lunchtime

- 'Going for Gold' will only be used for the classroom.
- Minor misbehaviours in the playground should be dealt with by lunchtime staff and, if necessary, pupils should be required to apologise and stay with an adult for five minutes.
- If minor misbehaviours occur in the hall, the same procedure should occur but pupils should sit on a bench in isolation for five minutes.
- For serious incidents e.g. as violence, blatant defiance of an adult, swearing at an adult, use of obscene language children should be sent to the Learning Mentors or a member of the SLT.
- If an incident happens at the end of the lunchtime session and staff are unable to deal with it, this should be passed to the Learning Mentor or a member of the SLT.

- Any incidents that cannot be dealt with by lunchtime staff should be referred to the Learning Mentor or a member of SLT to be dealt with.
- Where necessary letters are sent home and in extreme cases of repeated incidents a child will be excluded for a fixed period at lunchtime.
- Children should fill in "Thinking about My Behaviour" yellow sheet.

Racism

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents of racism are reported to the Headteacher and recorded in the Behaviour Incidents file which is kept in the Lead Assistant Headteacher's office.

Use of Reasonable Force

Education and Inspections Act 2006

DfE Use of reasonable force 2013

Introduction

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils.
- There is a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- Prevent a pupil from ~~hurting~~ attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment - it is always unlawful to use force as a punishment.

Using force:

Certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

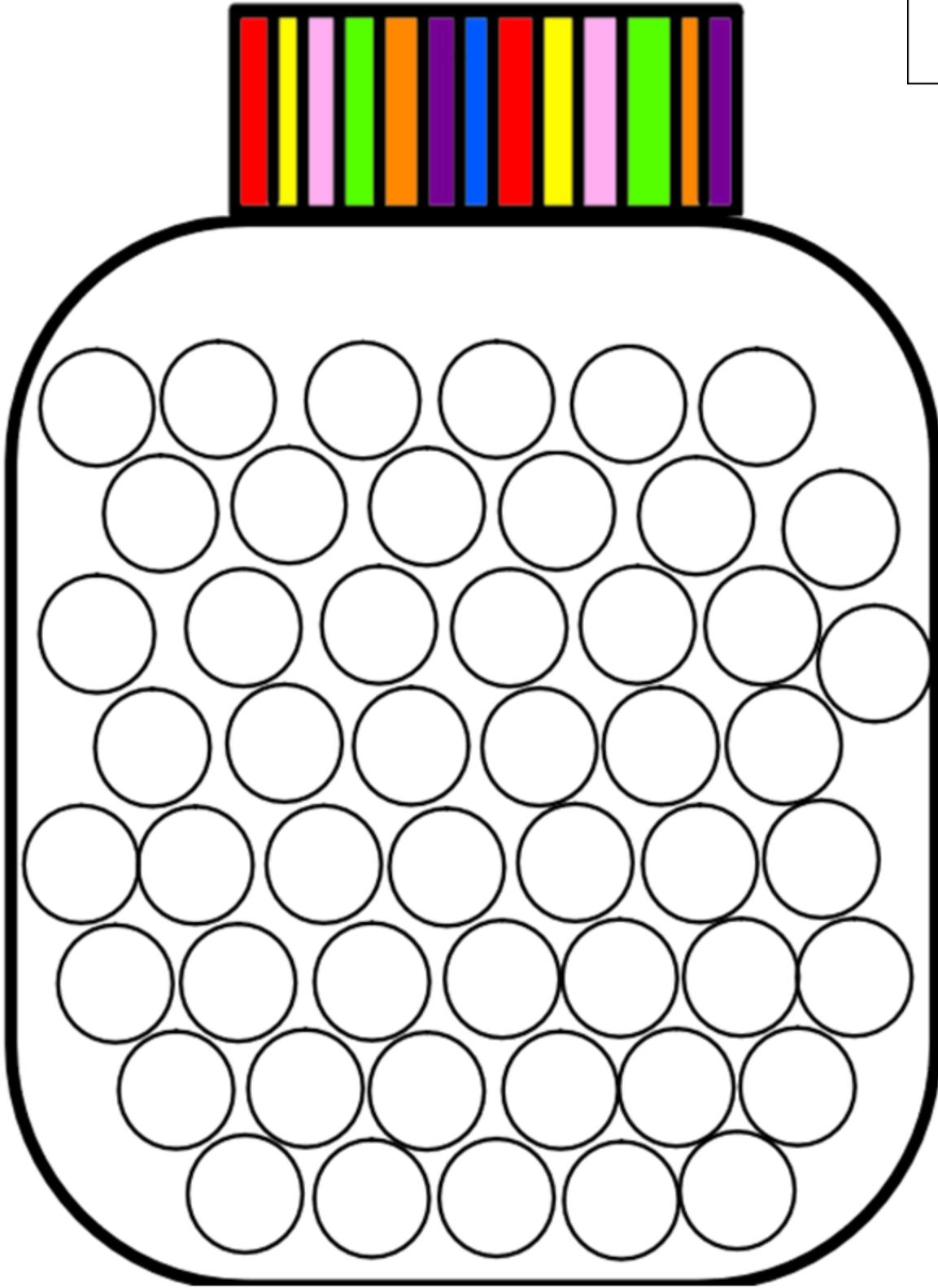
- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- The 'double basket-hold' which involves holding a person's arms across their chest; and
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

What happens if a pupil complains when force is used on them?

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. • Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.



Marble Reward Jar

St Francis' Catholic Primary School Stepping Stones

Full Name: _____

Class: _____ Teacher's Name: _____ Date: _____

Instructions Talking Refusing to work Disrespectful to others

Warning for Amber:

Amber:

Warning for Red:

I have reached red on the traffic lights because:.....

.....

Please can I spend **10 minutes** in your class and then return to my class?

During the time-out, the pupil behaved well/badly Signed.....

St Francis' Catholic Primary School Stepping Stones

Full Name: _____

Class: _____ Teacher's Name: _____ Date: _____

Instructions Talking Refusing to work Disrespectful to others

Warning for Amber:

Amber:

Warning for Red:

I have reached red on the traffic lights because:.....

.....

Please can I spend **10 minutes** in your class and then return to my class?

During the time-out, the pupil behaved well/badly Signed.....

St Francis' Catholic Primary School

Pink Slip

Name: _____

Class: _____

Date: _____

	Not following instructions	Continual talking	Refusing to work	Disrespectful to other children /adults
Warning for Amber:				
Amber:				
Warning for Red:				

Reason for referral: EITHER (Please tick)

I have had a stepping stone referral today and I'm still making poor choices by:

OR

Extreme behaviour (please describe briefly):

Remember that pupils referred to the Reflection Room need to bring all their possessions including coats and bags.

Appendix
D

Thinking About My Behaviour

Name: _____ Class: _____ Date: _____

Thinking back to what happened:

What did I do?

What rule was broken?

What can I do to make things right?

Thinking About My Behaviour (Yellow)

Name: _____ Class: _____ Date: _____

Thinking back to what happened:

What did I do?

What rule was broken?

What can I do to make things right?
