

St Francis of Assisi Catholic School



Behaviour Policy

Date policy last reviewed: _____

Signed by:

A Naylor Headteacher Date: March 2022

C Eglin Chair of governors Date: March 2022

Last updated: 31st March 2021



St Francis of Assisi Catholic Primary School Behaviour Policy

We love and grow in Christ
We live and learn in partnership
We build and share together

Introduction

At St Francis of Assisi Catholic School, we have high expectations for children's behaviour in order that they can learn, put Gospel values into practice, and become productive citizens. Our behaviour policy is based around the promotion of positive behaviours and takes into account evidence-based recommendations. With this in mind, we have developed our own best practice for managing behaviour in school.

Aims

- To promote good behaviour, self-discipline and respect.
- To ensure that the Gospel values of love, kindness, respect and forgiveness, lie at the heart of our school's ethos and practice.
- To build self-esteem and promote resilience.
- To prevent bullying.
- To develop self discipline in our children with an acceptance of responsibility for their own actions.
- To regulate the conduct of pupils.
- To develop sensitivity towards the feelings of others.
- To be aware of the need for rules in our school and laws in our society.
- To create the conditions in which effective learning can take place.
- To ensure the safeguarding of all pupils.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

Expectations

- All people in our school will be treated with respect and kindness.
- Children will follow instructions given by adults in our school.
- Children will use their hands and feet safely.
- Children will move around school in an orderly manner.
- Children will be kind and constructive in the things they say to, and about, each other.
- Classroom learning will take place free of disruption.
- Children will access the internet in a responsible way.
- Children will be aware of bullying in all its forms, refrain from engaging in it, and challenge any situations in which they perceive it to be taking place.
- Children will show respect for people of all cultures and abilities and refrain from engaging in any type of racist or prejudiced behaviour.
- Children will act as ambassadors for the school and behave well outside of school.

Infringements

- Insolence
- Inappropriate language
- Class disruption
- Unkind remarks
- Poor attitude to work
- Lack of co-operation

Serious Incidents

Some incidents may be referred straight to the senior leadership team for action and parents are automatically informed, these include:

- Theft
- Vandalism
- Bullying or violence of any kind/serious verbal abuse (including cyber-bullying)
- Verbal abuse aimed at people concerning race, religion, gender, sexual orientation or disability
- Intimidation
- Verbal abuse or physical violence to any member of staff
- Repeated non-compliance with instructions

Rewards and Incentives

- Class based rewards (individual teachers may have different incentives ie Dojos)
- Praise and recognition of good attitudes and behaviour
- Good to be Green incentives for all children
- House points
- Star of the Week (awarded in weekly KS assemblies)
- Good work reward in assembly
- Attendance awards
- Golden Time
- Positive comments and encouragement
- Positive written comments on pupils' work
- A visit to a more senior member of staff for a commendation, sticker, recognition of achievement

- Public praise in front of a group, class or whole school e.g. achievement assembly.
- Public acknowledgement by giving some special responsibility
- School badges or certificates
- Postcards/notes home to praise positive behaviour

Sanctions

- Verbal reprimand
- 'Time Out' to consider own actions
- Written or verbal apology
- Completing 'Behaviour Think' reflection pro forma
- Loss of privileges, including missed minutes during Golden Time, loss of access to after-school activities including representing the school in competition
- Being sent to another class for time out due to disruption
- Taking part in meetings between staff and parents
- Seclusion
- Exclusion (including temporary fixed term exclusion and permanent exclusion)

What Teachers Can Do

- Teachers may discipline pupils. The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.
- Teachers can impose detention (lunchtimes / break times) without parental consent.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
- Members of staff have the power to use reasonable force to restrain pupils in order to prevent pupils committing an offence, injuring themselves or others or damaging property.

Classroom Management of Behaviour

Teachers are responsible for the management of behaviour within lessons in class and other areas of the school. Good relationships lie at the heart of effective behaviour management and teachers strive to manage behaviour in the context of building on these relationships to promote self-discipline, a sense of responsibility and good learning habits. Teachers manage their classrooms by providing incentives for good behaviour and implementing sanctions for behaviour that does not meet expectations. Different departments within the school have approaches appropriate to the age groups of children to manage behaviour. At the beginning of the school year, teachers and children discuss class rules, which are displayed prominently in each class, and consequences for breaking these rules.

Staff use CPOMs to log incidents involving behaviour in school.

Throughout the school, we use the 'Good to be Green' system for incentivising good behaviour. This involves:

- Every child starting the day on green.
- Children who do not meet expectations are initially given a 'stop and think' card, placed on their table.

- If children continue to fall below expectations of behaviour, a yellow card is placed on the class display (instead of the green one). This counts as a warning.
- If behaviour improves, the yellow card is replaced with the green one
- If it deteriorates, it is replaced with a red one (and the teacher may put into place sanctions)
- Children who stay green all day are given a raffle ticket to be entered into a termly prize draw.
- Stickers, pencils and certificates may be given out by teachers as rewards to children who stay green.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Procedures for Dealing with Repeated Lapses in Behaviour

It is vital for us to work in partnership with parents/guardians at all times, but particularly so when bringing about improvements in children's behaviour. The levels of behavioural concern are as follows:

- Level one: class-based. Teachers monitor behaviour at all times, recording significant incidents and lapses in behaviour on CPOMs. The teacher reports significant incidents to parents.
- Level two: cause for concern. Repeated patterns of behaviour give cause for concern. Lapses in behaviour are recorded on CPOMs. Concerns are raised with our specialist TA for mental health as well as our Intervention and Inclusion Manager (SLT). Teachers inform parents about their concerns in an informal way. KS leaders are informed.
- Level three: Teachers and children discuss behaviour and the ways in which it falls short of expectations. Children make promises about ways in which they will seek to improve their behaviour. Children are issued with a sticker chart and for every session that they keep their promises, they receive a sticker. Home school diaries are put into place on a daily basis and weekly meetings should be held between parents

and the class teacher and parents to review behaviour. Progress is shared with KS leaders, Intervention and Inclusion Manager and specialist TA in mental health as deemed necessary.

- Level four: Repeated patterns of behaviour give serious cause for concern and a behaviour contract/class-based sticker chart has little or no positive impact. An Individual Behaviour Plan is put into place (in consultation between teachers, child and parents/carers), detailing targets for improving behaviour, with set timescales for review. Class teachers consult on the IBP with Intervention and Inclusion Manager, as well as rewards for good behaviour tailored to individual needs. Home school diaries and weekly meetings with parents continue. The Headteacher is informed and may be involved in discussions with parents, with records of meetings maintained.
- Level five: referral to outside agencies. IBPs have no discernable impact on improving behaviour. TAs provide regular support for children in and out of class. In consultation with parents and with the support of the Intervention and Inclusion Manager, children may be referred to Educational Psychologists, CAMHS and support may be sought from behaviour specialists from ETHOS (Elm Tree Holistic Outreach Support) or Golden Hill. Children at this stage may be secluded from class, and are at risk of exclusion from school.

We classify significant incidents as those that involve physical harm, verbal abuse, non-compliance and persistent disruption to learning in class. In most cases, children will progress through the stages outlined above. However, in some cases, children may need to progress more quickly, due to the seriousness of behavioural incidents.

Exclusion

Fixed-term suspension and permanent exclusion is considered as a last resort and in line with DfE guidelines. It will be considered when all reasonable steps have been taken to improve behaviour (as outlined above) or if it would clearly be to the detriment of the education and welfare of the child, or other children, for them to remain in school. The Governing Body is informed about suspensions and exclusions and we use Lancashire County Council's Procedure for the Exclusion of Pupils from School for Disciplinary Reason Guidelines for Aided Schools as our policy for exclusion.

Bullying

We define bullying as physical, verbal or written abuse, which follows a repeated pattern of behaviour, taking place several times on purpose (summed up by the acronym STOP).

Bullying can occur in face to face situations, or using technology such as phones, or on social media.

As a school we have a twofold duty: to protect children from bullying in all of its forms and to educate children who are perpetrators of bullying, so that they change their behaviour and attitudes and desist from this form of behaviour.

In this, we will work as a staff team, including teachers, TAs, and senior leaders. In certain circumstances, we may involve outside agencies.

In situations in which we are certain that bullying has taken place and may be on-going, we will involve the families of children, who are involved in meetings to resolve issues in a positive way.

In the autumn term, we participate in Anti-Bullying Week, during which children take part in class activities and assemblies to make them aware of the different forms that bullying can take and what to do if it is taking place in our school. In the spring term, during Internet Safety Week, children learn about how bullying can take place online and are equipped with strategies for avoiding it and dealing with it when it occurs.

Physical Intervention

All adults in the school are aware that physical chastisement is an inappropriate way to deal with issues relating to behaviour. In certain circumstances, in which a child may be putting themselves, others or property at risk, for the purpose of their safety, they may need to be physically restrained or moved. Specific members of staff in our school have up to date training in the use of positive handling techniques. Teachers who intervene physically will be protected in the eyes of the law, as long as they use reasonable and moderate force.

Searches

- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence; or to cause personal injury to any person, including the pupil themselves; or to damage the property of any person, including the pupil themselves.
- All members of staff can use their power to search without consent for any of the items listed above.
- Members of staff have the power to use reasonable force to restrain pupils, in order to prevent pupils committing an offence, injuring themselves or others or damaging property.

SEN

All children, including those with special educational needs, are subject to the terms of this behaviour policy. Where a child's SEN has an impact on their behaviour, reasonable adjustments may be made, in order to meet their needs.

In instances in which challenging behaviour may be due to undiagnosed SEN, the Intervention and Inclusion Manager will liaise with outside agencies to investigate the basis for this.

Outside Agencies

In implementing this policy, there are a number of agencies from outside the school that we may work with. These include:

- Educational Psychologists
- CAMHS
- Children's Social Care
- Community Police
- ETHOS (Elm Tree Holistic Outreach Service)
- Pupil Access (Lancashire LA)

March 2022.

Review Date: March 2023