
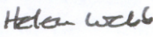




St Francis

Catholic Primary School

Behaviour Policy 2021

Review Date	23rd September 2021
Signed: G Brown (Head Teacher)	
Signed: H Webb (Chair of Governors)	
Next Review Date	September 2022

In Jesus we will do our best as we love, pray, learn and play because this is the St Francis way

At St Francis Catholic Primary School, the Catholic faith is the foundation of our school culture and ethos. We believe in the power of forgiveness and reconciliation and all members of the school community relate behaviour to the Gospel values and Catholic virtues.

1. Aims:

- There is a consistent approach to behaviour throughout the school with parental co-operation and involvement, working with staff, pupils and governors.
- To ensure all children respect themselves and others, recognising and respecting those from other cultures in the school and wider community, as children of God who are unique and special.
- Encourage a calm, purposeful and happy atmosphere within the school
- Encourage increasing independence, self-discipline so that each child learns to accept personal responsibility for their own behaviour
- To implement a disciplinary framework that is clear and understood by all members of the St Francis community

2. Core principles

Within our school and wider community all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles.

Respect for God

Respect for others

Respect for other people's property and belongings

Respect for oneself

3. Shared Responsibility

We believe that parents are the first educators of their children and value a collaborative working relationship with parents whereby parents support the actions of the school. We expect parents and carers to support their child's learning, and to cooperate with the school.

4. The St Francis Way

In Jesus we will do our best as we love, pray, learn and play because this is the St Francis Way. We focus on our core curriculum values and support the whole community to practise the Catholic Virtues and Gospel Values. This supports reconciliation, grows responsibility and reflects the Catholic values of our school community.



**WE BUILD OUR
COMMUNITY
THROUGH:**

**SOLIDARITY
COURTESY
FORGIVENESS**



THE ST FRANCIS WAY



**WE HAVE AMBITION FOR
OUR FUTURES THROUGH:**

**ATTENTIVENESS
HUMILITY
COURAGE**



**WE SHOW JOY
& SPIRIT
THROUGH:**

**SENSE OF
HUMOUR
FAITHFULNESS
GRATITUDE**

**COMMUNITY
RESPONSIBILITY
JOY & SPIRIT
AMBITION
KNOWLEDGE & ENQUIRY
COMMUNICATION**



**WE BUILD OUR
KNOWLEDGE AND
ENQUIRE THROUGH:**

**CURIOSITY
METACOGNITION
PERSEVERANCE**



**WE SHOW
RESPONSIBILITY
THROUGH:**

**SELF-CONTROL
RESILIENCE
COMPASSION**



**WE BUILD OUR
COMMUNICATION SKILLS
THROUGH:**

**CONFIDENCE
CREATIVITY
CO-OPERATION**

5. Uniform

We are proud of our school uniform and encourage our children to take pride in their appearance to establish a sense of community and expectations in school. Staff will enforce the uniform expectations and parents will be informed if these are not being met.

6. Classroom Behaviour Management

We aim to provide children with a rich and challenging curriculum. When children are provided with activities which are well matched to their individual needs and abilities, this minimises disruptive behaviour. Staff are expected to provide a well-organised classroom environment which will encourage and support positive behaviour.

Class teachers, supported by teaching assistants, will:

- Make sure that they are always present to supervise children in the classroom
- Prepare equipment and materials before each lesson
- Co-construct a class charter with the children, which is then clearly displayed
- Praise and reward positive behaviour
- Actively teach and refer to the character strengths and Catholic virtues
- Use appropriate tone, language and volume to model good behaviour to the children
- Be consistent in response to infringement of the classroom charter

7. Rewards:

The emphasis at St Francis should always be on positive encouragement. There will be a range of rewards which are used by staff:

Quiet words of encouragement

Praise in class

Dojo-points (Points linked to Catholic Virtues)- 100 dojo points receives a certificate which will be handed out in Friday celebration assembly

Written comments on work completed

Badges

Stickers

Certificates

House points – Play time and lunchtime

Special commendations

8. Sanctions:

The primary responsibility of all staff is to deal with problems themselves, in a way that maintains the dignity of all involved. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour

Each classroom will have 4 footsteps displayed and the children will move from one step to the next but have the opportunity to start afresh at the end of the day. A reminder will be given before progressing onto the next step so that children have the opportunity to take responsibility for the choices they make and move forward. Before a reminder is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class.

Step 1: If a negative behaviour is not corrected after a reminder, the child is placed on step 1. Their behaviour is recorded.

Step 2: If the child continues the behaviour, after a further reminder, the child will be given a time out in the classroom (10 minutes) or use of 10 minutes of playtime to catch-up on missed work

Step 3: If this behaviour continues after a time out has been completed in the classroom, the child will be sent to a member of SLT- time in reflection at next lunchtime. This is a Yellow Card Behaviour Reflection and this will need to be sent home to parents for signing and returning on the next school day.

Step 4: If the behaviour consistently falling short of expectations, Mrs Brown will liaise with parents to inform them that the child's behaviour is falling short of expectations.

For more serious incidents during lessons, such as violence, bullying, swearing or disrespect to an adult with a refusal to reflect and apologise or behaviour that makes other pupils feel unsafe, a Yellow Card Behaviour Reflection will need to be completed with SLT at the next break or lunchtime. This will be sent home to be signed by parents and returned on the next school day. This behaviour will be recorded.

If a child's behaviour is repeatedly falling short of the required expectations, this is Step 4 and parents will be informed by the Head Teacher and invited to a meeting to discuss the child's behaviour. After the meeting, specific targets will be agreed with Mrs Griffiths (SENDCO) and agreed sanctions and rewards will be put into place. This will be monitored through a behaviour log. This will be reviewed weekly.

The school's choice of appropriate sanctions needs to be fair, just and flexible to take into account of individual circumstances.

9. Playtimes and lunchtimes

Lunchtime staff have had 'happy lunchtimes' training. This approach gives children and staff a clear structure for positive behaviour during lunchtimes by providing focussed and varied

play opportunities and meaningful social interactions. It promotes a positive attitude towards lunchtime staff and peers and has specific rewards and consequences for lunchtimes.

Rewards

1. Coloured balls are given by the lunchtime supervisors when they see good behaviour. These go into tubes for children's house colour and are counted and celebrated weekly.
2. Certificates are given out in assembly weekly for children chosen by lunchtime supervisors who have shown good behaviour throughout the week.
3. Top table - Every half term, children who have consistently displayed the school's values during lunchtime will be chosen to sit at the 'top table' and have a special lunch with a member of the lunchtime team.

Consequences

1. A reminder will be given to any child who is causing minor problems on the playground.
 2. If the incident is considered to need a moment of reflection, lunchtime staff will give the child two minutes to reflect on their behaviour. They will reflect on how to make better choices if the situation arises again. This will link to the school character strengths and Catholic virtues, as detailed in the St Francis way. This can become 5 minutes where the pupil is uncooperative or doesn't accept responsibility. If after 5 minutes, they are unable to reflect appropriately on the incident, they will be sent to SLT.
 3. Referred to SLT/Behaviour HLTA/Inclusion HLTA – For more serious incidents such as violence, bullying, swearing, disrespect to lunchtime staff (Yellow Card incidents).SLT to collect child and complete a yellow card behaviour reflection sheet with them. This is logged on CPOMS. The child is then returned to lunchtime staff when possible. Yellow Card Behaviour reflections will then be sent home with the child to discuss with their parents. Parents are required to sign the form to show that they have discussed the incident with their child and then this is returned to school on the next school day.
- 10.** Bullying is defined as the repetitive harming of one person or group by another person or group, this includes cyber-bullying, prejudice-based and discriminatory bullying. It is deliberately hurtful and repeated, over a period of time. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

11. Physical restraint – see Positive Handling Policy

In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort by staff who have been trained
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way which maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
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12. Monitoring arrangements

The school records children's behaviour in class using the system of Class Dojo. This allows class teachers and the Senior Leadership Team to monitor behaviour in class. During lunchtimes and playtimes, incidents are recorded by members of staff on duty on a lunchtime incident sheet which is then passed to a member of SLT and the class teacher is informed. The SLT record serious behavioural incidents on CPOMS which is an online system. These are reviewed by the Head Teacher and Inclusion HLTA termly.

To be revised September 2022

Coronavirus Addendum

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Expectations for pupils in school

2. New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mrs Hannah Griffiths if they think their

child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Pupils will arrive at school punctually at the nominated time for their year group and will line up on the lines, observing social distancing. Hygiene, such as handwashing and sanitising
- Pupils will ensure that if they cough or sneeze they follow the 'catch it, bin it, kill it' approach and avoid touching their mouth, nose and eyes with hands
- Pupils will immediately tell an adult if they are experiencing symptoms of coronavirus
- Children will stay in the areas they are directed to play in at break or lunchtimes
- Children will not purposely cough or spit at or towards any other person

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

Give children Dojo points/stickers/praise

If children purposefully break the new rules then after an initial warning and reminder of expectations, if the behaviour continues pupils will be given time out of the classroom/activity and parents will be informed. If behaviour persists after a time out and communication with parents, pupils may receive an internal-exclusion for half a school day.

2.3 Changed rules

Until further notice, we will alter the following school rules:

- Attendance- the latest government guidance says attendance will be mandatory from September. We will be following our attendance policy and guidance as normal
- Uniform- We will be expecting all children to attend school in full school uniform from September 2021. Children will be permitted to come into school in their PE kits on allocated days for the first half term. Please see the uniform section on our school website for full information about uniform

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Mrs Orridge- Assistant Head Teacher- Teaching and Learning, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Pupils must be contactable during the school day and be taking part in learning activities as directed by their class teacher
- Pupils must complete the work set to the deadline set by teachers
- Pupils should seek help if they need it. They can use the class dojo app to contact teachers
- Pupils should alert teachers if they are not able to complete the work
- Pupils should conduct themselves appropriately online, being sensible and using appropriate language.

For pupils who receive additional support in school we will communicate adapted expectations with parents directly, considering the needs of the child.

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact parents and seek to resolve any issues that may be preventing children from engaging.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated. This will be at least every half term.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Attendance Policy
- Uniform expectations