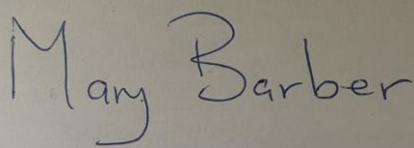




Behaviour Policy 2026

‘ At Saint Francis, we love to learn, and we learn to love’.

John 13: 34-35 ‘Love one Another, As I have Loved You’.

Review Date	September 2026
Signed: G Brown (Head Teacher)	
Signed: M Barber (Chair of Governors)	
Next Review Date	September 2027

1. Ethos and Rationale

At St Francis Catholic Primary School, the Catholic faith is the foundation of our school culture and ethos. Our policy aims to embody and live out the teachings of the Gospels and the Catholic Church and to educate the whole child: spiritually, morally, socially and academically. We believe in the power of forgiveness and reconciliation and that all members of the school community relate behaviour to the Gospel values and Catholic virtues which are explicitly taught, modelled and practised, encouraging pupils to foster independence and personal responsibility. At St Francis, we believe each individual child has the right to feel valued and respected so that they feel a sense of ‘belonging’ in a cohesive and caring community.

1. Definitions

Misbehaviour is defined as:

- Disruption in lessons, corridors between lessons/assemblies and at break and lunchtimes- not following instructions/calling out/leaving seat without permission/running
- Drawing on books or tables
- Swinging on chair
- Non- completion of classwork and homework
- Poor attitude- answering back/being rude/not listening to adults
- Incorrect uniform

Significant misbehaviour is defined as:

- Repeated breaches of the school rules
- Threat of physical violence
- Posing a risk of harm to self or others
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: • Sexual comments • Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Physical abuse
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items: These are: • Knives or weapons • Alcohol • Stolen items • Illegal drugs • Tobacco, cigarette papers and e-cigarettes • Fireworks • Pornographic images • Electronic devices with a camera • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)

2. Roles and Responsibilities

3.1. The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

3.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher and SLT will support staff with responding to incidents as required.

3.3 Staff:

- Implement the behaviour policy consistently and model positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents informally in the classroom and then on Arbor when the threshold is reached

3.6 Parents / Carers:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour –
- Discuss any behavioural concerns with the class teacher promptly

3.7 Pupils will:

- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Accept sanctions and be willing to be reflective, with a view to making good choices in the future

3. Our School Rules

Our school rules centre around 3 key expected behaviours, which encompass the way in which we treat one another, our school environment and the wider community.

Be Ready – Virtues Link- **Ambition, Faith, Confidence**

- Children arrive punctually to school
- Children are always in the correct uniform
- Children are ready to learn and do our best with the correct equipment, reading book and PE kit in school

Be Respectful – Virtues Link- **Respect, Inclusivity, Service**

- Treat everyone following the 'Golden Rule'
- Respect our school environment
- Look after and respect our world

Be Safe – Virtues Link- Nurture, Service

- Move around the school in a safe manner – following Fantastic Walking
- Kind hands and feet
- Use all equipment safely

4. Restorative Practice

Staff will always focus on dealing with behaviour incidents and conflict in a restorative way. This approach encourages children to consider how their behaviour affects other pupils and, staff and is underpinned by our Catholic Virtues.

5. Supporting pupils with self-regulation and taking responsibility for their behaviour

Pupils must be enabled to take responsibility for the choices they make in their behaviours. We embed teaching of emotions and self-regulation across school life through our RSHE and personal development curriculum. This is woven through a whole-school approach to PSHE/RSHE, the behaviour curriculum, collective worship, classroom routines and assemblies; reinforced by emotion-coaching, daily wellbeing check-ins, restorative conversations and predictable reflection spaces. We provide targeted nurture (ELSA/small groups), Individual Behaviour Plans where needed, and staff training in emotion-coaching and trauma-informed practice so children learn to recognise, regulate and manage their emotions. We involve parents in strategies and share progress; monitor impact termly and adjust provision to ensure pupils develop emotional self-management alongside academic learning.

6. Mobile Phones and smart devices (including smart watches)

Mobile phones and similar smart devices present substantial risks to learning, behaviour and child safety, so the headteacher will set, publish and consistently enforce the school's mobile phone rules as part of this behaviour policy.

We expect children not to have access to a mobile phone or any smart device (including a smart-watch) during the school day (including lessons, between lessons, breaktime and lunchtime). Staff may lawfully search for and temporarily confiscate devices if the policy is breached; any suspected criminal behaviour or incidents involving images, sexual content or online abuse must be referred immediately to the Designated Safeguarding Lead and handled in line with our safeguarding procedures (including reporting to the police or children's social care where required). Children will receive taught and regularly refreshed education about safe, responsible use of technology and the consequences of misuse; parents/carers will be informed of the policy and expected to support it. Sanctions for breaches will be applied fairly and proportionately and recorded in line with school procedures.

Children who walk home may bring a mobile phone to school only for the journey. It must be switched off on arrival and handed to the class teacher for secure storage for the whole school day; the device will be returned at the end of the day and must not be switched on until the child is off the school site. The school accepts no liability for any loss or damage to phones brought onto the premises — devices are brought in at the owner's risk.

7. Rewards:

The emphasis is on positive encouragement and rewards are as follows:

Quiet words of encouragement and praise

House Points

Badges or Stickers

Certificates

Phone call home from teacher

Special responsibilities or privileges

8. Sanctions:

Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour. Every consequence will be based on the level of risk to the child and/or others.

- A verbal reminder or reprimand
- Missing part or all a playtime or lunchtime/activity
- Work completed at home or at break or lunchtime
- Referring to a senior member of staff
- Messages and calls home
- Writing an apology letter

Sanction	Description
Reminder	A verbal reminder is given of the rules
Reset Time	The child has a conversation with an adult which is called 'reset time'. This is a short conversation where the child is reminded of the school rules and how to positively engage with them. A short time out may be needed if the child is upset or dysregulated. This can be completed at any time of the school day.
Reflect and Restore Time	If a child has continued to choose not to follow the rules or have shown a significant behaviour, they will need to spend a proportional amount of time (age and stage of child) reflecting on their choices with a member of SLT. This can be at breaktime or lunchtime. Nursery and EYFS pupils will complete reflect and restore time with their class teacher unless behaviour is significant or repeated.

Repeated significant incidents will result in a meeting between parents and SLT to determine next steps such as an individual behaviour plan or weekly behaviour log.

9. Serious Sanctions

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time and once all other strategies have been attempted.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive to their learning or others
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

If removed, pupils are supervised by a senior leader. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom. Staff will record all incidents of removal.

9.1 Suspension and Permanent Exclusions

The school may use suspension or permanent exclusion in response to a serious incident or persistent disruptive or difficult behaviour where in school sanctions and interventions have not been successful.

The decision to suspend or permanently exclude a pupil will be made by the headteacher and only as a last resort. Please refer to the school's Suspension and Exclusion Policy for further information.

10. Additional Support for Persistent Challenging Behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We use the 'stepping stones system' to cater for the needs of those who find expected behaviours challenging.

St Francis Stepping Stones

The stepping stones system has been developed in consultation with educational experts from Oakfield Short Stay School and implementation of this system will be following consultation with parents and the formulation of a personalised behaviour plan. The aim of the stepping stones system is to allow a child to be successful in the school day to build self-esteem and break down the challenges that the child faces into small, manageable and achievable steps.

The stepping stones system is a rewards-based system that children work towards receiving stones and each stone represents a stone reward, these rewards are earned and not taken away. A graduated approach will be taken to move children off the stepping stones system.

11. Bullying

Bullying is the repeated, deliberately hurtful behaviour by an individual or group that harms another and includes cyber-bullying, prejudice-based and discriminatory bullying; it can take many forms

(physical, verbal, indirect/emotional and online), may occur inside or outside school, and can be related to protected characteristics or other differences. Prejudice-related incidents — defined as any incident perceived to be prejudice-related by the victim or any other person — overlap with but are not identical to bullying and will always be taken seriously, investigated, recorded and responded to with appropriate support, sanctions and, where necessary, referral to external agencies.

Staff, parents/carers and the whole school community should watch for signs (changes in behaviour, attendance, work, confidence or wellbeing), report concerns promptly, and follow the school's procedures so targets receive support and perpetrators are held to account and helped to change their behaviour. For full details of prevention, reporting, recording, sanctions and support, see the school's separate Anti-Bullying Policy.

12. Reasonable Force

Reasonable Force Reasonable force covers a range of interventions that involve physical contact with pupils. In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort by staff who have been trained (use of diversion, diffusion, negotiation should be tried first)
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment
- Be recorded by the staff member involved and reported to parents
- The Physical Restraint incidents will be logged on CPOMS and monitored to support staff in learning from experiences and to determine the needs of the child.
- Training in physical intervention methods that are acceptable within the setting are available and teachers and support staff will be encouraged to take up such opportunities. This training will be provided by the LA Behaviour Support Team and the LRTSH.

18. Confiscation

Any item which is inappropriate or unnecessary in a school environment found in a pupil's possession will be confiscated. These items will not be returned to pupils. We will also confiscate any

item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items include:

- Knives or weapons; • Alcohol; • Illegal drugs; • Stolen items; • Tobacco, cigarette papers or e-cigarettes; • Fireworks; • Pornographic images ; • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

19. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 PACE Code C 2019 - GOV.UK (www.gov.uk) Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's

social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

20. Links to other policies

The behaviour policy links to the following school policies:

- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Positive Handling Policy
- Staff Code of Conduct

21. Monitoring arrangements

The school records serious misbehaviour in a digital system which this year will transition to Arbor. 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 and they inform the class teacher. The SLT record serious behavioural incidents on CPOMS which is an online system. These are reviewed by the Head Teacher termly.