

POLICY FOR BEHAVIOUR



ST FRANCIS RC PRIMARY

2023-2024

St Francis Catholic Primary School, SE15 1RQ

Vision and Mission Statement and Gospel Values

Our Vision

Providing every child with the tools to choose their path to success.

Our Mission

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

Our Gospel Values

Love

Honesty

Courage

Tolerance

Justice

Jeremiah 29:11

“I alone know the plans I have for you, plans to bring you prosperity and not disaster, plans to bring about the future you hope for”



Policy for Positive Behaviour Management

Aims

We aim to create a truly loving and caring Catholic community, where the values of the Gospel are lived and reflected in all aspects of the school's life, within an atmosphere of mutual respect. This will be evident in the relationships between all members of our community adults, children and visitors. Every individual will know and feel that they are a valued member of the community. Everyone will be treated with courtesy and good manners. Co-operation and trust between adults will be reflected in the way children interact with each other. Adults will be role models for all children.

Our Gospel Values and caring attitudes fostered at St Francis, will prepare our children to embrace the challenges of life in the wider community. Excellent behaviour will result in good and outstanding teaching and learning.

Please also refer to the RE and PSHE curriculum Policies for further guidance and information.

The school provides a variety of strategies to develop children's independence, build positive relationships, promote self-control and develop the ability to reflect and communicate effectively when they are struggling to manage their emotions.

Our PSHE scheme of work supports Children's emotional literacy. It is also a forum where children can express their concerns in a safe and collaborative environment.

Our Learning Mentor is a member of staff who works with children to help them to express themselves positively and supports them when they are struggling to manage their emotions.

A Sensory Room, which is a calm space for pupils to visit, to reflect on their feelings and to become composed.

The Peace Garden is a beautiful, outdoor space, which provides another place for pupils to find peace, time to reflect and find resolutions.

Class RE Focal Areas are places where children may go to pray and take time to reflect.

The Rainbow Room is an additional lunchtime provision where children learn to play with one another well and develop the resilience they may need in maintaining positive relationships and in managing their feelings.

Positive Praise

The use of praise and positive encouragement is to be used to promote the correct behaviours.

Children are given praise on an individual and group basis through:

The use of the Gospel Values to promote positive behaviour at every opportunity

Mini Vinnies - Positive role models supporting Gospel values

Non-verbal (smiles, thumbs up, etc.) and verbal praise

Positive and constructive feedback on work

Peer Mediators & Play Leaders (Year 5)-children can apply for this role

School Council – chosen by children to speak for the pupils and to be a positive role model in representing the school

Lunchtime rewards include; EYFS/KS1 Star of the line and KS2 Raffle tickets given

2 Merits and a Star of the Week awards – given for positive attitude, effort and achievement

Adult do's and don'ts for promoting Positive Behaviour for Learning

Adults in the school will not shout- nothing is gained by being verbally aggressive or modeling a lack of control – reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a consequence, if needed. After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).

Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting', 'terrible' and they are not "animals"). We describe the behaviour and the impact on the child and others: "You called x ... and that made x feel very angry/upset". "We don't call people names at St. Francis". "You will need to miss some of your play."

In addition:

- Teaching staff will start lessons promptly and punctually – empty time leads to misbehaviour
- Teaching staff will have a clear seating plan – making it clear that lessons are about learning, not socialising
- Use a lining up order. Adults will ensure children enter and exit classrooms quietly in a line – this will help create a calm atmosphere. Children will use their lining up order when lining up. Any lining up time will be kept short - empty time leads to misbehaviour
- Adults will insist on children answering you politely e.g. "Yes Miss/Mr XXX". Likewise, adults will use children's names whenever known. For example, "Oi you, yes you..", IS NOT ACCEPTABLE
- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model that mistakes are normal and that we take responsibility for our actions
- Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.
- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures will be used at all times. A harsh, strident, aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.
- Adults will use 'we' when talking about expectations: 'At St. Francis, we do not throw pencils'
- Adults will use 'if' and 'then' to clarify actions and consequences, e.g: 'If you throw a pencil, you will then miss your play.'
- Adults will always follow through on 'if' and 'then' statements but statements made must always be in line with the behaviour policy's agreed sanctions.
- Adults will never give sanctions to groups or a whole class because of the poor behavior of an individual
- Adults will ensure they arrive to collect pupils from playtime on or before the end of play – arriving afterwards leads to unattended lines of children.
- With their class, adults will review the class charter at different times in the year in order to ensure it remains relevant and a useful tool.
- All teachers must teach behaviour explicitly through our PSHE/RE lessons.

Managing low level disruption in the classroom using the warning system

If redirection and positive encouragement do not work, staff will use the Warning System (explained below):

Step One

Reminder of the expected behaviour eg: "This is a reminder that we face the front and listen. Thank you."

Step Two – Verbal warning.

"I've reminded you to face the front and listen. This is now a warning that unless you do so, you will miss some of your play."

Step Three

The child will be informed that they are missing some of their play as a consequence.

Step Four

If the behaviour continues and is disrupting the learning of others, the child will be sent to work in another class, ideally within the same year group but this may not always be possible. The child will take their learning with them. If the child refuses to leave the classroom, a blue slip will be sent to the main office and a member of the SLT will assist. At this point parents will be informed by the SLT and a behaviour form will be completed and incident recorded on SIMS / CPOMS (for high profile children).

The Warning system is cumulative but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session.

Some behaviour is of sufficient seriousness that it will be dealt with by a member of SLT and no warnings will be given. These behaviours will include: bullying/racism/homophobic language, swearing or obscene language, fighting or intention to harm, vandalism (school property or that of other pupils)/stealing, throwing objects, serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff or refusing to go to another classroom when the warning system has been followed.

Use of the Blue Slip

Send the blue Slip to the office to request assistance when a child has not responded to reminders / warnings, is being persistently disruptive or has engaged in the serious misbehaviour outlined above. A member of SLT will attend and remove the child from your class.

Any blue cards given will be recorded on the schools tracking system (SIMS / CPOMS)

Role of Parents

The school will do everything that it can to promote good behavior and blue slips will only be issued when a member of the leadership team has to be called because the child continues to be non-compliant at Step 4, as described above. We ask parents to respect our decisions and to be supportive of the process. We ask parents to speak calmly to their child about their behaviour, ensuring that the child understands that what they have done is wrong.

Staff may wish to speak to parents at the end of the school day if their child is causing low-level disruption in class on a regular basis and steps 1-4 are having to be implemented regularly. Staff and parent(s) can then discuss the best ways forward to help the child to improve their behaviour.

Exclusion

On rare occasions the headteacher may feel that a formal process should be activated to remove the child from the school temporarily. Such exclusions are an extreme step and will only take place when long term misbehaviour is not improving as a result of the above strategies and learning of others is seriously hindered. Very occasionally, an incident may be serious enough to warrant an immediate exclusion, eg: the use of racial or homophobic language where the child is aware of its meaning and impact causing another child significant harm (including emotional, physical, social, racist, sexual (including sexual harassment), verbal or cyber) physically assaulting a member of staff ,causing permanent damage to the school building and property ;when an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil in order that they can return to school successfully.

Lunchtime Behaviour

When there is negative behaviour the following procedures will apply:

If the behaviour is low level, such as choosing to run when being instructed to walk, then the warning system will be used in the same way as the classroom. However, instead of being sent to another classroom, they may be given a time out in a specific area of the playground.

If the incident is more serious, then the staff member will take the following steps:

- ✓ The member of staff will ask the child to move away from the situation into an area of the playground or building which is quieter (This would be for no more than 5/10 mins). Children should never be asked to face the wall.
- ✓ The member of staff will move down to the level of the child and adopt open body language and explain to the child what rule they have broken.
- ✓ Staff will stand at a respectful distance to the child to initiate respectful conversation
- ✓ The staff member will use neutral body language to avoid further aggravating the situation e.g. not folding arms or pointing at the child.
- ✓ Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak to this child. Shouting is never acceptable.
- ✓ If the child is unable to respond to the adult, the adult will give the child a 5 minute cool down until they are ready to articulate what happened
- ✓ The member of staff will listen to the child and will not jump to conclusions.
- ✓ The lunchtime staff will deal with the situation in the same way as the situation would be dealt with within the classroom using the above steps.
- ✓ If the Meal Supervisor requires support of a member of SLT they will use a walkie talkie to seek assistance. The code for seeking help in a difficult situation , is a cup of tea / biscuits.
- ✓ If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them. The adult will not use emotive language to describe what happened but facts.
- ✓ However, if a situation is serious the lunchtime staff will involve the Headteacher or Deputy Head in resolving the situation. The child may be asked to miss some of their lunchtime by spending time in an office, the Head or Deputy Heads office. Any poor behaviour will be reported to the class teacher at the end of the lunchtime.
- ✓ Staff may think that a child would benefit from a place in The Rainbow Room, in which case they should consult with the SENCO.

Managing serious incidents whilst on the playground

If there is a fight or a child who is out of control:

- ✓ Use the walkie talkie to seek help or send a child to the school office who will immediately contact a senior staff member or someone with behavioural expertise.
- ✓ Remove the other children calmly.
- ✓ Speak calmly and with authority to the child in need and say the following:

-STOP.

-YOU HAVE MADE A MISTAKE

-LET ME HELP YOU

-FOLLOW ME

-EVERYTHING WILL BE FINE

Repeat this sequence to calm the situation. Particularly the last three statements.

Senior staff will arrive to help.

The use of 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.

'Reasonable in the circumstances' means using no more force than is needed.

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 organized visit.

When can reasonable force be used?

The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. However, the safety of the child, other children and adults are the number one priority.

Key members of staff have restraint training throughout the school and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour the school can use reasonable force:
when behaviour disrupts the learning of others and the child has refused to leave the classroom;
to prevent a child from attacking a member of staff or another pupil, or to stop a fight in the playground
when a child is at risk of harming themselves through physical outbursts

The school will record all attempts to restrain a child in the Restraint Log which is kept with the safeguarding team. If the school has restrained a child, then the parent will be informed.

The school cannot:
use force as a punishment – it is always unlawful to use force as a punishment.

Governors

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The Head teacher will report to Governors on a termly basis and the policy is revised on an annual basis.

The application of the policy

The Positive Learning Behaviours and Wellbeing Policy is for all of our school community. If it is to be effective, then everyone must use it with consistency

Reviewed By: Ms Sonia Miguez Jorge September 2023

This policy will be reviewed during the Summer 2024

SCHOOL RULES

- ❖ Listen to adults
- ❖ Follow instructions
- ❖ Take turns in using the equipment
- ❖ Look after the equipment
- ❖ Tell an adult if there is a problem
- ❖ No answering back
- ❖ No fighting
- ❖ No swearing or using insulting words
- ❖ Always being polite to adults



WARNING SYSTEM IN ST FRANCIS



Level 1

Class teacher
and Support
Staff

You will be given a reminder of the expected behaviour eg: "This is a reminder that we face the front and listen. Thank you."



You will be given a verbal warning.
e.g. "I've reminded you to face the front and listen. This is now a warning that unless you do so, you will miss some of your play."



You will be informed that they are missing some of their play as a consequence.



Level 2

Class teacher
and Parallel
teacher
Phase Leader

If your behaviour continues and is disrupting the learning of others, you will be sent to work in another class



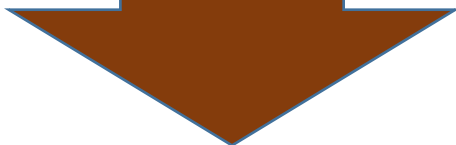
Level 3

Class teacher
and Parallel
teacher
Phase Leader

If you refuse to leave the classroom, a blue slip will be sent to the main office and a member of the SLT will assist. At this point ~~your~~ parents will be informed by the SLT and a behaviour form will be completed and incident recorded



If this type of behaviour perseveres, SLT will have a meeting with your parents and we will put things in place e.g. report book, long detention, extra homework etc



REWARD SYSTEM IN ST FRANCIS



Class reward systems for individuals or team points.
Star charts and stickers.



Special work or behaviour shared with other staff,
Head teacher & Deputy Head - sticker awards



Every week 3 children are
given a prize for good
behaviour on the
playground. (Raffle Ticket
system)



2 Merits = Certificate
3 Merits = A prize given at
the end of Term

Prize Giving Assembly at the End of Each Term –

- ✓ A celebration of successes:
- ✓ 100% Attendance
- ✓ Consistent Good Behaviour certificates
- ✓ 3 Merits in the Merit Book
- ✓ Sporting Awards