



ST FRANCIS SCHOOL

BEHAVIOUR POLICY (B5)

Introduction

The St Francis School Behaviour Policy sets out the measures which aim to promote good behaviour, self-discipline and respect; provide a positive and safe learning environment for pupils; and where necessary regulate the conduct of pupils. (Section 89 (1) (a-e) **Education and Inspections Act 2006**). This policy takes into consideration the guidance provided in the non-statutory document '**Behaviour and discipline in schools**' (2011) and also acknowledges the school's legal duties under the **Equality Act 2010**, in respect of safeguarding and in respect of pupils with special educational needs.

This policy should be read in conjunction with the school's Anti-Bullying Policy, Physical Restraint Policy, and Child Protection and Safeguarding Policy.

1. Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone can feel happy, safe and secure.

1.2 The behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, balancing the needs of the individual against those of the class or group.

1.3 The St. Francis Framework summarises the core values that the school ethos is based on:

- Show Tolerance and Respect
- Be Honest
- Be Kind and Helpful
- Treat others Fairly
- Always do your best
- Forgive

Through following the St. Francis Framework, every member of the school community should behave in a considerate way towards others.

1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 All pupils, regardless of faith, race, culture, ability/disability will be given the opportunity to take responsibility for their own behaviour and form positive relationships within an atmosphere of mutual acceptance and respect.

- 1.7 This policy is designed to promote good behaviour, as well as deterring anti-social behaviour. The school recognises the importance of rewarding good behaviour, as well as the importance of providing clear boundaries so that pupils continually learn to understand the consequences of their actions should they cross these boundaries by making the wrong choices.

2. Behaviour in EYFS (Reception)

- 2.1 The St Francis EYFS (Reception) policy for behaviour management states:

We monitor children's behaviour through observations and daily professional dialogue. Our named person responsible for behaviour management issues (Mrs Rachel Ashman, EYFS Co-ordinator) takes responsibility for this and for providing guidance for EYFS (Reception) staff.

- We have high expectations for children's manners and behaviour.
- We have a positive behaviour management ethos. We try to find children doing the right thing and praise them, rather than focusing on those displaying negative behaviour.
- The St Francis Framework is the heart of our ethos.
- We are specific in our praise and always name the positive thing which a child is doing. This links the behaviour to the St Francis Framework.
- We have zero tolerance of people being unkind or hurting others in any way.
- We encourage our parents to work in partnership with us and to have the same expectations.
 - We will model appropriate phrases and language and teach children to understand what is acceptable behaviour through activities that promote sharing, negotiation and co-operation.

More detail about the EYFS approach to behaviour can be found in the EYFS (Reception) Behaviour Policy.

2.2 EYFS (Reception) Rewards

As a staff, we ensure that rewards are given for both academic and pastoral achievements. We have a number of specific rewards but are mindful that different children respond to different rewards, so we will introduce new styles of award as and when appropriate.

- 2.2.1 Signals of approval and praise are required for all members of the community to feel valued. As such, verbal praise is the most important key to success.

- 2.2.2 Other examples of the Rewards given in our EYFS (Reception) are:

Friendship Awards awarded in Praise Assemblies;

Form Captains (changed on a weekly basis);

Commendations (awarded weekly in Praise Assembly);

Stickers (to praise both academic and pastoral achievements);






CLICK stickers to celebrate Collaboration, Leadership, Independence, Challenge and Kindness;

Reward Charts (to record both academic and pastoral achievements)

End of term Certificates awarded by the Reception Teaching Staff and presented by the Headmaster for Reception children to celebrate an area of consistent success during the term;

CLICK prizes are awarded at the end of the academic year on Speech Day;

Prompt and informative marking of all written tasks, allowing for effort and attainment to be recognized regularly and formally.

				
Collaboration	Leadership	Independence	Challenge	Kindness

2.3 EYFS (Reception) Sanctions

2.3.1 In the day-to-day life of the EYFS (Reception) child, displays of poor behaviour are dealt with immediately by the appropriate staff.

2.3.2 Examples of sanctions used in our EYFS (Reception) are detailed below:

a) Visual signs (e.g. happy and sad faces) to help children understand when their behaviour has not been in support of the St Francis Framework.

b) When pointing out poor behaviour, our staff are consistent in naming the behaviour and never the child (e.g. 'that was an unkind thing to do' rather than 'you are an unkind girl').

c) The reasons why behaviour is viewed as poor are always explained to the child and clearly linked to the St Francis Framework.

d) For children whose behaviour is negatively affecting an activity, they are withdrawn from it, following two warnings, for an appropriate time (one minute Thinking Time for each year of the child's life) and told why. This provides the child with Thinking Time to sit still and consider their behaviour. Once the child has had their Thinking Time, they are asked "What happened?" and "What can you do to make things better?"

e) Refocusing the child's attention on a different activity.

2.3.3 If a child displays serious unacceptable behaviour, an appropriate sanction will follow (see 2.3.2) and the pupil's name and incident will be recorded on an EYFS (Reception) Incident Form. The EYFS Co-ordinator will be informed and also the child's parents. Parents are informed if there has been serious unacceptable behaviour, so that a joint strategy providing consistent intervention to support improvement can be put in place. Behaviour of this kind is recorded and reported to parents on the same day.

2.3.4 If there is a concern about a child's behaviour, we will communicate with parents to inform them of their child's behaviour and to ascertain whether there has been a change of routine or behaviour at home. If felt appropriate, we will seek advice from our Learning Support Department within the school or outside agencies in order to support a child's behaviour.

2.3.5 Biting is completely unacceptable behaviour. Incidents of biting will be dealt with very seriously and recorded appropriately (i.e. Incident Form). Parents will be contacted regarding this kind of incident and follow-up at home regarding this behaviour is expected. Children need to be taught the kind of words to use when they are feeling very angry and to have strategies for what to do if they become overwhelmed by their feelings.

2.3.6 Our named person responsible for behaviour management issues (Mrs Rachel Ashman, EYFS Co-ordinator) will ensure that:

a) Corporal punishment will not be given to any child by any person working on the premises, who cares for or who is in regular contact with EYFS (Reception) children;

- b) No-one shall threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being;
- c) Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances;
- d) Any occasion where physical intervention is used to manage children's behaviour will be recorded on an EYFS (Reception) Incident Form and parents informed about it on the same day.

2.3.7 We have a number of specific sanctions but are mindful that different sanctions are not effective with all children so we will introduce new sanctions as and when appropriate. We work closely with our parents to try and achieve consistency in sanctions given both at St Francis and at home in order to provide the child with a consistent approach.

3. Behaviour in Pre Prep

Within Pre Prep, we continue with the aims and expectations set within the EYFS, again with the St Francis Framework at the heart of our ethos.

Our close daily contact with parents ensures that they too understand our aims and expectations for behaviour and we enjoy sharing with our parents examples of positive behaviour from their children.

3.1 Pre Prep Rewards

In Pre Prep, we are always on the lookout for positive behaviour. We believe it is vital to 'catch children being good', in other words to reinforce our behavioural expectations and reward the positive behaviour. We are constantly reinforcing the St Francis Framework guidelines, through LfL and RS lessons and also informally, praising those children who are following the framework.

We praise and reward children for good behaviour in a variety of ways:

- a) CLICK Points – children are awarded CLICK Points for academic attainment or effort, to reward positive behaviour and to encourage teamwork. Points are recorded on the Class Dojo platform and contribute to termly House Competitions. (See above for CLICK skills illustration)
- b) Stickers – children are awarded stickers as a tangible reward for good work;
- c) CLICK stickers to celebrate Collaboration, Leadership, Independence, Challenge and Kindness; these are recorded on Class Dojo and contribute to end of term House competition.
- d) Commendation Cards – these are awarded weekly in Pre Prep Praise Assembly for special work or particularly positive behaviour. At least one card is awarded in each class per week and it is hoped that each child is awarded at least one commendation card per term;
- e) 'Etoile de la Semaine' (Star of the week) – each week a child from each class is awarded a certificate for extra effort, attainment or positive behaviour in French lessons;
- f) Form Captains (changed on a weekly basis);
- g) Privilege time.

Privilege Time has been introduced as part of our school positive behaviour policy. Privilege Time takes place on a Friday afternoon when our regular curriculum is suspended for 30 minutes, and children are rewarded for their good behaviour during the week. Privilege Time ensures that children are rewarded according to their level of good behaviour. We have a significant number of children who adhere to our rules and framework every day and it is vital that this behaviour is recognised and rewarded. A selection of Privilege Time activities are arranged, in consultation with the children. We aim to provide really exciting and enjoyable games and activities for them to play with, which will only be used during this special time.

In this way, the message we are giving the children is, that if they are sensible, co-operative and work to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten due to pressure from other commitments in the curriculum.

h) Headmaster’s End of Term certificates – one or two of these per class are awarded in the Pre Prep end of term assembly for children who have demonstrated consistent effort and attainment throughout the term;

i) CLICK prizes are awarded at the end of the academic year on Speech Day; a short explanation is also provided for parents and guests, detailing reasons the award was given.

3.2 Pre Prep Sanctions

Sanctions are used to remind children of the behaviour that is expected of them and to help them to understand that there are consequences for their actions. Our Sanctions are closely linked to the principles of Privilege Time.

Because Privilege Time is based upon the assumption that all children will adhere to the St Francis Framework, the majority of children in a class will enjoy the full 30 minutes of Privilege Time. However, if children are not displaying the behaviour that we are looking for, they will be given an initial warning. If their unacceptable behaviour continues, they will subsequently lose one minute of Privilege Time. The children with lost minutes will then have to sit out and watch other children during Privilege Time until their allotted minutes are up. This is recorded in the classroom on a chart. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege, which they had a part in deciding on.

3.2.1 The focus is always on positive behaviour reinforcement and on assisting the children to make the right choices about their behaviour

3.2.2 Time is also taken off playtimes if children are behaving unacceptably in the playground. A warning is always given, allowing the child to modify their behaviour.

3.2.3 We always stress that children start each day afresh and do not “carry over” negative feelings to the next school day, encouraging opportunities for those children to demonstrate the positive behaviour we are looking for.






4. Behaviour in the Prep School (Years 3-8)

Pupils in Years 3-8 are increasingly taught by subject specialists, and each member of staff is responsible for monitoring and responding appropriately to the behaviour of the pupils during their lessons and around the school. Rewards are communicated through the use of the Class Dojo online platform and sanctions through the school management system (Engage). The Form Teacher monitors the overall progress of their pupils, and if there are any concerns may choose to refer to the Deputy Head.

We praise and reward children for good behaviour in a variety of ways:

4.1 Academic Rewards

a) Children can gain House Points (HP) by showing CLICK skills around the school (see below). Every week the totals are added up and go towards the House Point Competition. These points are added to a spreadsheet and the results announced each week.

				
Collaboration	Leadership	Independent	Challenging	Kindness

CLICK Points cannot be given in groups of more than three.

CLICK Points are recorded on the Class Dojo platform

CLICK awards are given out at the end of term.

b) **Headmaster's Commendation Awards**

Pupils may be recommended for a Headmaster's Commendation Award if they produce a piece of work which is of an outstanding standard for the individual. Presented weekly

c) Commendation Cards are given termly for pupils in Years 3-8 for specific CLICK skills.

d) Certificates are awarded to pupils in Year 3-8 when they achieve certain levels of CLICK points. At present these are: 50 Bronze, 75 Silver, 100 Gold, 125 Platinum.

4.2 **Behaviour**

a) Kindness Points are given for acts of good manners or kindness. These are recorded on the Dojo System and are worth double points.

b) End of Term Certificates are presented to the pupils who have been awarded with a significant number of Kindness points.

4.3 **Sports**

a) CLICK Points can be given in the normal way during sports lessons.

b) After each match, a 'Spirit of the Match' award is awarded in Assembly to a player who has contributed to the team in a particular way.

c) Colours and Half-Colours are awarded at the end of term to pupils who have displayed particular abilities in the named sport. The Sports Department has clear criteria designed to ensure consistency.

4.4 **Prizes**

At the end of each academic year there is a range of prizes awarded to a number of pupils in recognition of their particular progress and achievement in the named areas. These are based on the CLICK skills.

4.5 **Sanctions**

On occasions, the use of sanctions is necessary to remind pupils of the behaviour that is expected of them, and to help them to understand that there are consequences to their actions. When used effectively, sanctions should help promote good behaviour, and ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. As guidance, the following steps are in place:

WARNINGS – verbal and visual

If the pupil does not listen carefully to instructions or is not working hard they will be reminded about what to do by the teacher in charge of the lesson. The teacher may speak to the pupil or the name may be written on the board.

DOTS

If a further reminder is required, a 'dot' will be placed on the school system. The pupil is expected to report this to their Form Teacher to explain what has happened. The member of staff that gives the DOT should also report this to the Form Teacher.

LOSS OF PRIVILEGE TIME

Year 3 - DOTS will not be given unless the pupil behaviour has been really bad. Instead, any poor behaviour will result in a loss of privilege time. The Form Teacher will discuss with the pupil how much time should be lost.

Year 4-8 – Any DOTS gained over a week will result in a loss of Privilege Time. The Form Teacher will discuss with the pupil how much time should be lost.

MINUS

If a pupil receives three 'dots', this will result in a minus being given and recorded on the management system (Engage).

A minus means a loss free time and the pupil will need to see the Deputy Head.

A second minus must be reported to the Deputy Head who will supervise the loss of time, and the pupil's parents will be informed.

A third minus will automatically mean a Headmaster's detention.

DEPUTY HEAD'S DETENTION/BREAK DETENTION

If there is a loss of privilege time then the Form Teacher will decide if the pupil will need to spend the whole time away. If this happens the pupil will spend it with the Deputy Head on Friday 3.00-3.20pm.

If there are any other incidents that require a sanction the pupil may miss a break time, this is called a Break Detention.

HEADMASTER'S DETENTION

A Headmaster's Detention is given for a severe misdemeanour or for three minuses. A Headmaster's detention takes place on Tuesdays 2.30-3.30pm for Years 3-4 and Wednesdays 2.30-3.30pm for Years 5-8. Consequently those who have been selected to represent the school in sports matches will be unable to do so as Headmaster's detention takes precedence.

4.6 The sanctions outlined above work in conjunction with the Unkindness and Bullying Procedures outlined in the school's Anti-Bullying Policy. These include pupils being given:

- a) A yellow 'Caution' for unkind behaviour;
- b) An orange 'Crossroads' for repeated unkind behaviour;
- c) A red 'Stop' for behaviour which can be referred to as bullying.

These are issued with the appropriate sanction for the unkind action.

4.7 It is recognised that it is the duty of a school to make reasonable adjustments to the application of the behaviour policy to respond to pupils with special educational needs.

4.8 Target Cards

Target Cards may be used to monitor the behaviour/work of pupils and to set realistic goals for them to achieve. Parents will be informed and the school will work in partnership with them and the pupil to rectify the situation.

4.9 Further Sanctions

a) In exceptional cases, and if a pupil is disrupting the learning of others, the pupil may be removed from a class and sent to the Deputy Head. Parents will be invited to discuss such events with the Deputy Head, to seek a successful conclusion.

b) In rare circumstances, there will be suspension of a particular pupil. (see 8.3).

c) Where all previous strategies have failed to succeed, or if the welfare of the pupils is put at risk, the Headmaster will review the pupil's future place in the school.

4.10 The Deputy Head will keep details of sanctions on the management system. For serious sanctions, they will be kept in a book in the Deputy Head's office.

4.11 Corporal punishment is illegal and is never used at St. Francis School, including in EYFS.

5. The role of the school

5.1 Form Teachers discuss the school ethos and the St. Francis Framework with their forms at the beginning of each academic year and at such intervening times as they consider necessary. LFL lessons are also regularly used as a vehicle for tackling appropriate issues. Regular reference to expected behaviour and manners is made in assemblies. In this way, every child in the school knows the standard of behaviour that is expected in our school.

5.2 The school does not tolerate unkindness or bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately in line with the Anti-Bullying Policy to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school has an Anti-Bullying Policy which is on the school website.

5.3 The school recognises that contemporary media can be misused by pupils for accessing inappropriate material and for undertaking bullying behaviour towards others. The school recognises its responsibility to educate pupils about the misuse of technology and does not in any way tolerate any forms of cyber bullying. The issue of cyber bullying is covered in greater detail as an Appendix to the Anti-Bullying Policy.

6. The role of the staff

- 6.1 The relationship between pupil and teacher is crucial in maintaining positive behaviour. The key to good discipline is the establishment of a healthy relationship founded on the pupil's respect for the teacher and the teacher's support of and rapport with the pupil. The teacher aims to treat each child fairly and implements the school's Behaviour Policy consistently. Teachers treat all children with respect and understanding.
- 6.2 The teachers in our school have high expectations of the children in terms of behaviour at all times, and they strive to ensure that all children work to the best of their ability.
- 6.3 Subject teachers will inform the child's Form Teacher about behaviour concerns. In the first instance the class teacher deals with incidents him/herself in accordance with the policy. However, if the misbehaviour continues the teacher may wish to refer to the Form Teacher and ultimately to the Deputy Head.
- 6.4 If there is a particular incident within or outside of the classroom, the member of staff who deals with the incident should fill in an Incident Form on the school manager system. Once completed an email will be automatically sent to the Deputy Head for him to review the incident.
- 6.5 Records of serious misbehaviour and of a more confidential nature will also be maintained in the Deputy Head's pupil files.

7. The role of the pupils

Pupils are expected to support one another in achieving the aims and expectations outlined in 1.1. Explicit methods of support include the provision of all new pupils with 'buddies' to help outline the expectations of the school; a peer mentor system can be used to help pupils who are struggling with meeting some of the expectations by assigning a suitable peer mentor for additional support; and the role of Prefects, leading by example by demonstrating good behaviour.

8. The role of the Headmaster

- 8.1 The Headmaster is responsible to the Governors of the School for the proper implementation of the school's Behaviour Policy. The policy is a document agreed by the Headmaster, the teaching staff and teaching assistants. All teaching staff and classroom assistants are committed to its implementation in the school.
- 8.2 The Headmaster has the responsibility of requiring parents to remove from school a child whose behaviour is, in his judgement, likely to put the Health and Safety of other children at risk, or unacceptably to compromise their entitlement to learning. The parents of any pupil whose behaviour does not ultimately meet the expectations outlined in this policy will be required to remove the pupil from school, either temporarily or permanently.
- 8.3 The Headmaster will not ask any parent to remove a pupil permanently from the school without first having consulted with or informed the Chair of Governors or his/her appointed deputy of that intention.
- 8.4 The Headmaster will take appropriate action against pupils who are found to have made malicious allegations against staff.

9. The role of parents

- 9.1 The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 9.2 We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Emails and homework diaries are used to convey messages to and from school.
- 9.3 If the school has to use reasonable sanctions to reform a child's behaviour, it is expected that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Form Teacher. If the concern remains, they should contact the Deputy Head in his capacity as the Head of Pastoral Care.

10. Monitoring

- 10.1 The Headmaster and SLT monitor the effectiveness of this policy on a regular basis.

- 10.2 A pupil's name may be raised for general discussion at the regular Staff Meetings and at meetings of the Heads of Departments.
- 10.3 A weekly 'Pupils to Monitor' sheet, drawn up by the Deputy Head after consultation with class teachers, is emailed to staff, highlighting particular pupils and the action/support required.

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