ST FRANCIS OF ASSISI PRIMARY SCHOOL
BEHAVIOUR POLICY

Reviewed March 2026

Next Review Date: March 2027

Aims for Behaviour at St Francis of Assisi Primary School

- To ensure the school is a place where children work to the best of their ability, show interest and enthusiasm and feel happy and secure.
- To give children the chance to make decisions about their work and play and learn about responsibility.
- To trust children and teach them to be honest, respectful and trusting with each other. To teach children to respect other people (whether they know them or not), their property, beliefs and ways.
- To develop in children respect, kindness and consideration for others.
- To create an environment where teachers and children alike can expect to be listened to and treated politely and fairly.
- To highlight, praise and reward good work and behaviour at school.
- To encourage children to behave well inside and outside school – with or without an adult.
- To encourage children to think about behaviour and learn self-control.
- To involve parents in all parts of school life, including children's behaviour.
- To ensure that every member of the school community behaves in a considerate way towards others.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

• Recognise behavioural norms;

• positively reinforces behavioural norms;

• promote self-esteem and self-discipline;

• teach appropriate behaviour through positive interventions.

Fundamental principles

All members of our school community have the right to:

• feel secure and safe;
• feel happy and be treated with kindness and understanding;
• be treated fairly and consistently;
• be listened to (at an appropriate time);
• be treated with respect and politeness;
• be treated with empathy.

The fundamental principles which underpin our Behaviour policy are:

• Unconditional positive regard for all pupils;
• a no shouting policy;
• a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

The main reasons for using a language of choice are:

• Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
• Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules:

- We use kind and helpful words and actions.
- We follow instructions
- We keep hands, feet and objects to ourselves.

• Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
• Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
• Using 'Pausing to be' and 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
• Encouraging pupils to be proud of their school.
• Using 'PSHE' sessions as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.

• Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

Consistency of approach

In implementing this Behaviour policy, we acknowledge the need for consistency.

• Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour

• Consistent **follow up**: ensuring "certainty" at the classroom and Senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating

• Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating

• Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours

• Consistent **expectations**: referencing and promoting appropriate behaviour

• Consistent **respect from the adults**: even in the face of disrespectful learners

•Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning

• Consistently **reinforced rituals and routines** for behaviour around the site: in classrooms, around the site and at the school reception

• Consistent **environment code of conduct** evident of our values

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." Paul Dix

Assertive Discipline

At St. Francis of Assisi of Primary School, we use the Assertive Discipline model in order to facilitate the behaviour management of children in the school. We always notice positive behaviour and praise and highlight children that are exhibiting positive behaviour traits.

We feel that good behaviour management is characterised by the following:

- Always trying to be positive with children.
- Establishing ground rules early on (three main school rules which are constantly referred to both in class and in the playground) continually referring to children who are doing well and following these rules.
- When a child does not behave appropriately he/she is reminded of the expectations and is asked to make a positive choice.
- Separating the incident (and your reaction to it) from the child.
- Discuss the behaviour and not that you are upset or disappointed with the child.
- Saying what you mean and meaning what you say.
- Always being consistent in what you say and what you do.
- Always working in partnership with parents – getting them into school early on if there is a problem.
- Being positive with them but at the same time being forthright.
- Avoiding false praise. Praise should be earned.
- Noticing positive behaviour.
- Making consistent entries in the behaviour files (this is particularly good for establishing an evidence base when talking to parents).
- Having class and school reward systems that work together.
- Organising the classroom so that children know where things are and that the rules, rewards and sanctions are on display.

Assertive Discipline is a direct and positive approach to make it possible for the teacher to teach and the students to learn. It is based on several principles:

Adults should insist on responsible behaviour:

1. When adults fail, it is typically due to poor class or group control.
2. Many adults believe that firm control is stifling and inhumane. False. Firm control maintained humanely is liberating.

3. Teachers and their assistants have basic rights as educators:

a) the right to maintain an optimal setting for learning;

b) the right to expect appropriate behaviour; and

c) the right to expect help from administration and parents when appropriate.

Students have basic rights as learners:

a) the right to have adults who help them develop by helping them limit self destructive and inappropriate behaviour;

b) the right to have appropriate support from their teachers and classroom assistants for their appropriate behaviour; and

c) the right to choose how to behave with advance knowledge of the consequences that will logically and certainly follow.

4. These needs/rights and conditions are met by a discipline plan by which the teacher clearly states the expectations, consistently applies the consequences, and never violates the best interests of the pupils.

Assertive Discipline consists of the following

• Stating and teaching expectations from the start of the academic year.
• Persistence in stating expectations and wishes such as, "I need you to" and "I like that". (These messages do not interfere with the pupil's positive self-esteem. "You are no good, why won't you behave," does interfere.)
• Use of a clear, calm, firm voice and eye contact.
• Use of non-verbal gestures that support the verbal statements.
• Influencing student behaviour without threats or shouting.
• Practising the broken record technique. (Calmly repeating the message every time the pupil tries to argue rather than escalating into an argument.)

The assertive teacher,teaching assistant or meal time supervisor is more effective than the non-assertive or the hostile teacher or teaching assistant or meal time supervisor. It is hostility and having unclear expectations that causes confusion and psychological trauma in students, not calm, firm, consistent assertiveness. The assertive adult is able to maintain a positive, caring, and productive climate in the classroom. A climate of care and support produces the climate for learning (Canter 1998).

To Summarise

- Stating rules/expectations clearly.
- Applying positive consequences when expectations are met and negative consequences when they are not met.
- Being assertive rather than passive or hostile.

Equal Opportunities

Our position in a Catholic School of a multiracial and multicultural society is clearly expressed as a community brought together to share in one culture through our baptism.

"You are all of you, sons of God through Faith in Christ Jesus, all baptised in Christ, you have all clothed yourself in Christ, and there are no more distinctions between Jew and Greek, Slave and Free, Male and Female but all of you are one in Christ Jesus." *Galatians 3:26 – 29*

This statement continues to be true today 2000 years after it was first proclaimed. For it to be a lived experience of all members of the school we need to have this "Gospel" continually before us so that we can shed the prejudices that we are prone to assume.

In obedience to the guidance of our Bishops we seek to work by the following guidelines in our school:

All men and women are of equal importance in the sight of God and should be equally accorded the respect and dignity due to the children of God. We recognise our obligation of support to those of society who are weakest and most vulnerable. It follows that the celebration of diversity resulting from age, gender, racial and social origins, culture and practice should be regarded as enriching the total Catholic community and not creating any order of esteem. Consequently, all members of the community are entitled to learn, teach or work in a supportive environment and shall be held in equal esteem.

We endeavour to see that each person employed in our school is fully aware of the aims and objectives of the Church and of the school in seeking to implement them and takes responsibility for these issues in all aspects of school life.

We make every effort to recruit committed and practising Catholics in staffing our school. Age, sex, ethnic origin, disability, married or single status is not a consideration in the

recruitment of staff, but simply the matter of qualification, experience and suitability to the proper discharge of relevant duties.

Children who are admitted to the school and their families must be fully aware of the aims and objectives of the Church and school and undertake to support them.

Every child is held in equal esteem as a child of God. Their individual needs are carefully assessed and monitored in the light of their abilities, talents, previous and present experience and their full and appropriate entitlement to educational and spiritual provision made available to them.

What Children Can Expect of Adults

- To help them develop a positive self-image, to recognise and praise all their achievements.
- To address them in a calm and respectful manner.
- To pay attention to them when they have something to say or explain.
- To be treated fairly at all times.
- To ensure their environment is safe.
- To offer opportunities to talk through difficulties and help them understand why things have gone wrong and how they can manage the situation better.

What Adults Can Expect of Children

- To be able to listen to each other and to adults and to take responsibility for their learning.
- To ensure that all pupils have the opportunity to learn.
- To be helpful and polite to all members of the school community.
- To work and play cooperatively, showing respect for each other's work, views, beliefs and ideas.
- To try their best in all activities and to take pride in their work.
- To keep the school rules.
- To recognise when they have gone beyond the agreed limits of behaviour and suggest how they might make amends by making positive choices.
- To accept a sanction if they have done something wrong.
- To move around the school in a sensible and safe manner.
- To show care for the school and the local community

Guidelines for Parents

• Children need to come to school ready in the correct school uniform (all uniforms should be clearly labelled with their child's name), have the correct PE kit, homework, reading materials and a bottle of water.
• THE SCHOOL TAKES NO RESPONSIBILITY FOR THE LOSS OR DAMAGE TO ANY ARTICLE OF CLOTHING OR OTHER PROPERTY BROUGHT INTO SCHOOL
• Parents should not block the entrances and exits with pushchairs and prams. They could cause an obstruction if the building has to be evacuated quickly.
• Scooters or bikes are to be dismounted when entering the school grounds.
• Parents are responsible for babies and toddlers whilst in the building.
• Parents should set a good example by being polite and respectful to staff and children.
• Parents must call the school if their child is absent. The call must be followed with a written note given to the class teacher or the office staff. If a call is not received by 9.20am the Office Staff will contact the family regarding their child's absence from school.
• No dogs are allowed on the school premises. Dogs may frighten children, and crowds of children can over-excite some dogs.
• Smoking or vaping is not permitted in the school or on the school premises.
• If a parent wishes to speak to the teacher about an issue or concern, he/she must arrange a meeting with the Class teacher or with the school office in advance.
• Read the Behaviour Policy and code of conduct to let your child know the standard of behaviour the school expects.
• Talk to your child about how hard you expect them to work.
• Make sure your child gets a good sleep on "school nights". It helps concentration and makes for a good temper. Monitor TV watching and computer use.
• Make sure your child has a good start to the day – making time for that morning rush of washing, dressing, breakfast and getting to school on time!
• Contact the Class teacher or Headteacher if you are worried by anything your child tells you about school before it becomes a problem.
• Avoid speaking negatively about the school or teachers in front of the children.
• Be positive to your children and reward them for the good things they do.

Rules that help to support our behaviour policy

• Money must not be brought into school - we are a **cashless school** with all payments completed online. When children have to pay for a charity fundraising event they need to give the money straight to the class teacher or the school office staff.
• Sweets, nuts, grapes, gum and unhealthy snacks are not allowed – even in packed lunches or on outings. Fruit may be brought for playtime and water may be brought in to have during the course of the day (bottles need to be clearly marked with the child's name and class).
• Climbing without supervision can be dangerous and is not allowed unless it is a supervised activity on appropriate equipment.
• No toys or trading cards should be brought into school.
• Jewellery should not be worn at school – except for pierced earring studs. (Children are asked to remove these during PE and games or to cover them with a plaster.)
• Children must walk around the building, following the one-way system.
• High-heeled shoes or strappy sandals should not be worn, as these can be dangerous for young children. The school uniform and uniform expectations / guidelines can be found on our school website.
• No medicines are allowed in school unless under special written arrangement with the Headteacher or Senior Leadership Team.

School Rules

- **We use kind and helpful words and actions.**
- **We follow instructions**
- **We keep hands, feet and objects to ourselves.**

The school has agreed on three main rules. These are to be enforced in the classroom, the playground and all areas of the school. The three rules are simple but powerful. They encompass all areas of behaviours from listening, to treating others with respect, to making good choices. The thinking behind the rules was to make sure that they were accessible for all the children and that all members of staff would be able to identify a child that does not follow them.

Since we employ the Assertive Discipline model, it was necessary for the school to agree on rules that read positively and highlight the way children should behave as opposed to how

they shouldn't behave. The rules are on display in each classroom and children are constantly reminded of them throughout the course of the day/school year.

School Courtesy Code

Do….

- Smile and welcome visitors
- Let adults (and young children) through doors first
- Offer to hold doors open
- Remember 'please' and 'thank you'
- Walk quietly throughout the school
- Wait for a break in conversation before saying, "Excuse me"

These rules and codes clearly set out the principles that should be followed and respected. We apply the courtesy code in order to teach children the respect we should have for others at all times, not just at school but outside of school too. We want to ensure that the pupils leaving St Francis of Assisi are pupils who will grow into well developed, respectful and courteous citizens.

St Francis of Assisi School will always take into account, offer special support and make reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing the Behaviour Policy.

Rewards and Sanctions

The Thinking Behind Our Reward system

In establishing school rules as part of our behaviour policy, it is essential to have an effective system of rewards and sanctions. In order to create a positive atmosphere it is clear that schools need to establish a healthy balance between rewards and sanctions.

If positive reinforcement is a more effective means of influencing a person's behaviour, then parents and teachers must ensure that they acknowledge, praise and encourage good behaviour as much as possible.
The need for sanctions will not disappear, but it needs to be made clear to the children that an effective reward system must be based on the following principles:

1. Children have to value the reward.
2. Children need to understand why and when rewards are given and there has to be a consistent approach to the system by all staff.
3. It must promote and encourage good behaviour, positive attitudes and high standards.
4. It must be flexible to meet the needs of individuals. The system must enable all children to achieve a reward.
5. It must be tangible.

6. It should actively encourage peer cooperation but also independence.
7. Parents must have full knowledge and understanding of the system.
8. It must be easy to administer.

Rewards at St. Francis of Assisi

The Assertive Discipline model underpins the way in which we have set up our class and school reward systems. The Canter model of Assertive Discipline states that, when systematic attention is given to pupils who behave appropriately, the teacher's influence with students increases. The amount of problem behaviour decreases and the classroom environment becomes more positive.

The Assertive Discipline model refers to the following positive consequences, which may be used to motivate pupils.

1. Personal attention from the adult – greetings, short talks, compliments, acknowledgments, smiles, and friendly eye contact.

2. Phone calls to parents.

3. Special privileges – five extra minutes of a desired activity for the whole class, choosing a friend with whom to work

4. Material rewards – posters or stickers.

5. Group rewards (House Points)

At St Francis we have the following school rewards

Recognition and rewards for effort We recognise and reward learners who go "over and above" our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Classroom level

- Praise for choice
- On to class recognition board
- House Points
- Mention/Note/phone call to parents.

Whole School level

- Star of the week assembly - one child is nominated each week from each class. Parents can attend the assembly to celebrate their child's success
- House points - Winning house, termly, gets a special treat.

Managing Daily Behaviour in the classroom - Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include " One voice" for classes who constantly talk over each other," speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback" persuasive language" or "show working"

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes, not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."

2. Names or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.

3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.

4. Learners can nominate others to be put on the board. Try stopping an activity after 15 minutes and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.

5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.

6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.

7. Pupils are recognised for effort not achievement.

8. When everyone's name is on the board a collective "cheer" is appropriate. Large rewards are not necessary

9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Staff should always and consistently in every lesson be praising the behaviour they want to see**. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Stages of behaviour

Stage 1 - Redirection Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include • a 'look' • a visual point to what you expect.
Stage 2 - Reminder A reminder of the expectations **Ready, Respectful, Responsible** delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change
Stage 3 - Warning **If the behaviour persists:** A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices Scripted approaches at this stage are encouraged (see appendix) If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 4 - Consequence **If the behaviour still persists:** • The learner is asked to speak to the teacher away from the others. • Boundaries are reset – child is informed they will miss part of their playtime. • Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning • Learner is given a final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

Time out in an allocated space within the classroom.

- Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place.
- If a child misses part of their playtime, the adult is responsible for logging the incident on whole school behaviour tracker.
- Class teacher to inform parent at the end of the day, this should be done in person or over the telephone.

Stage 5a - Internal Referral - Lunchtime duty with SLT

If the behaviour escalates / child refuses to move to time out then behaviour lead is called / member of SLT

Internal Referral – Lunchtime duty

If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to a designated class within their keystage.

If necessary the learner may need to work outside their teaching area with a member of SLT. If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- Whenever an adult is called, staff are to log incident on the whole school behaviour tracker.
- Adult who dealt with the initial stages of behaviour will start the log.
- Behaviour Lead / SLT will need to log child onto lunchtime duty tracker.
- After lunchtime duty has been completed, SLT will ensure someone in the office calls home to the family informing them of the incident.
- Lunchtime duty will take place with a member of SLT.

Stage 5b - Non negotiable behaviours

If a child displays a non negotiable behaviour they will automatically spend lunchtime with SLT. A blue letter can be issued at this stage if it is deemed to be a serious enough incident by the behaviour lead or SLT.

No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher only.

- Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person
- Deliberately not following instructions regarding hygiene rules / social distancing
- Sexist / racist / homophobic comment
- Swearing
- Physical aggression towards a peer
- Verbal aggression towards a peer
- Rudeness towards an adult
- Deliberate damage to school property

The member of staff who dealt with this incident is required to complete the whole school

behaviour tracker, including MTS staff. After lunchtime duty has been completed, SLT will ensure a call home to the family informing them of the incident. Lunchtime duty will take place with a member of SLT.
Stage 6 - Violent Behaviours The following non negotiable behaviour may result in a fixed term or permanent exclusion. • Physical aggression towards an adult • Repeated patterns of aggressive behaviour towards an adult / child • Deliberate and destructive behaviour

Exclusion

The Head of School is responsible for determining whether a child should be excluded.

A child is normally excluded for the reasons stated above and for the following reasons:
• risk of serious disruption to other children's education
• risk to the moral or physical welfare of other children or any member of the school community
• risk of serious damage to or loss of school property.

Types of Exclusion

• School- based Internal fixed term exclusion – the child will spend up to a maximum of five days in school, supervised by a teaching assistant in a room separate from his/her classmates.
• Non-school based internal fixed term exclusion – the child will spend up to a maximum of five days in another local school, supervised by a teaching assistant in a room separate from the rest of the school.
• External fixed term exclusion – [if the 5-day period has been used up], the child will be given a fixed term external exclusion of up to 45 days in the school year.
• Permanent Exclusion Internal Fixed Term Exclusion
• The Headteacher will require a child to remain in school/local school (with a definite date when the exclusion begins and ends), supervised by a member of staff. The child will spend a maximum of five days excluded from class and all other children in the school.
• Parents will be informed by letter of the incident leading to the exclusion, giving the reasons for excluding the child. For External Fixed Term Exclusion and Permanent Exclusion, the Headteacher will organise a meeting with the parents. The chair of Governors will be made aware of all exclusions, as will the local authority.

General Classroom Management

The house point system and the Recognition board acknowledge appropriate, positive behaviour but it is also necessary to have a consistent system to acknowledge inappropriate or negative behaviour.

The system is explained to children very carefully and clearly so that everyone understands the procedures.

With inappropriate behaviour, interventions can be made in a low-key way, with as little disruption as possible.

In the first few minutes the following strategies can be used:

Firm tactical ignoring - For behaviour such as playing with equipment or daydreaming it is sometimes effective to avoid eye contact or commenting. Other children can be praised for on task behaviour, whilst being aware of the moment when the misbehaviour changes to being on task behaviour so praise can be given.

Simple direction or rule restatement - For example, "Joe, the task was to work without talking, thank you". Using the words "thank you" communicates the expectation of compliance. Then, turn the eye focus away to the 'on task' members of the class.

Children who do not respond

There may be occasions when in the event of a serious incident, e.g. fighting in class, teachers will need support from the Behaviour Lead straight away. A teaching assistant (not the teacher) must be sent to get help from the Behaviour Lead, a member of SLT or the school office of the teacher can call on the classroom phone.

If the behaviour is serious the teacher, or other named members of staff may decide that it is necessary to use positive handling techniques to control or restrain children. Only those who hold the Team Teach certificate are able to use positive handling. In extreme cases and if no member of staff who holds the qualification is present then any responsible adult is able to use positive handling to restrain the pupil if there is a significant threat of harm to the pupils' safety or the safety of others. Parents will always be informed if this unlikely event occurs.

Children who do not respond to action as above may be seriously at risk of exclusion and the following strategies may be necessary:

1. **Children's personal property** – staff have the right to remove children's property should the item be considered to be a distraction from children's learning, inappropriate to task or a health and safety risk, keep it in a safe place and return it to the parents at the end of the day.
3. **Home/School Book** - class teacher will meet with the parents and child to discuss and establish a 'behaviour book'.
4. **Setting up an Individual Behaviour Plan** – class teacher and Behaviour Lead will meet with parents to discuss targets, consequences and rewards. see **Appendix 3.**
5. **Referral to Behaviour Improvement Team** – Behaviour Lead will meet with class teacher and parents to make a referral to get additional input in behaviour management.
6. **Internal exclusion** – unsafe or repeated behaviour may lead to a fixed term internal exclusion – only the Headteacher will make this decision and parents will be informed.
7. **Exclusion** – Only the Head teacher has the authority to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
8. **Blue letter** - A blue letter can be issued to a child and sent home to parents following a child moving into stage 5 or 6 of the table above. If a child receives 3 blue letters in

a term, a formal meeting will take place between parents and SLT/Headteacher to discuss the next steps. This could be an internal or external exclusion. **Appendix 2.**

Lunchtimes

At lunchtime, the midday supervisors play an extremely important role in promoting positive pupil behaviour. For guidance on the role and relationship with children. see **Appendix 1.**

Parent Links

It is important to develop a good working relationship between teachers and parents through:

- Maintaining regular meetings and working together as a team.
- Parents should be able to contact their child's teacher in addition to the regular consultations if there is an immediate concern that needs to be addressed quickly
- Teachers should discuss with parents any concerns or successes at an early stage.

Parents should not be approached on the playground or in the vicinity of other parents but should be contacted via the phone or invited into the classroom. These discussions should take place at the end of the day to avoid the disruption of lessons in the morning. If this is not possible due to children being child-minded etc, then a telephone call (delivered by a responsible adult) may be appropriate.
If there is a continuing pattern of disruptive behaviour a solution could be found in a more formal way with a home/school contract or individual behaviour plan. Teachers should inform the Behaviour Lead if they wish this to happen **(Appendix 4)**.

In addition, the school will act in accordance with this policy to enforce the positive behaviour of children when walking to and from school, on residential and school visits, applying sanctions for misbehaviour and praising the demonstration by the children of the school's values. A specific code of conduct relating to behaviour on residential visits should be shared with parents and children and signed.

Recording and Monitoring

Behaviour reflection sheets are kept by the class teacher and a copy given the Behaviour lead to file.

Incidents relating to behaviour (Stage 2 and above) are logged by teachers and support staff on the class behaviour log. This is found in the Shared Admin Drive>Behaviour.

Peer on peer incidents are also logged here.

The following documents are saved by SLT in the Shared Behaviour Drive

- Pupil Behaviour tracker
- Stage 4s Blue Letters
- Exclusion letters
- Recording and Monitoring of Racist/Homophobic/Bullying Incidents

The Behaviour lead is responsible for the overall monitoring and tracking of children whose behaviour is being logged, identifying where intervention may be required. Class teachers should also bring children to the Behaviour lead's attention who regularly reach stage 2 and above.

Appendix 1

Guidance for Midday Supervisors

General

Be observant on the playground. Look for negative body language, loners and children annoying/chasing/interfering with other children's games.

Action

- Distract the child and give them a job to do or get them to walk with you for 5 minutes
- If the child ignores or is rude to you report this to the class teacher

Important

- Always try to build up a positive relationship with the children.
- Model positive language, e.g.

"xxxx…. I can see that something is wrong/has happened and that you are feeling angry/unhappy. I am here to help/talk/listen."

"Do you want to tell me about it/talk to someone/ or go to X [offer a specific place] to calm down first?"

"Tell me what happened. What do you think needs to happen/you could do next?"

"Do you know a good way to sort this out/make this better?"

- It is important that all adults in our school model core values of 'love, respect, honesty and kindness'.
- Always be visible on the playground and move around your zone so that you don't miss children's behaviour.
- Teachers will inform you of any pupils who have had a difficult morning prior to lunchtime so that an eye can be kept on them.

General Strategies for Positive Behaviour

- Invite, model and expect, respect
    - Separating behaviour from the person
    - Use private rather than public reprimands
    - Avoid bearing grudges
    - De-escalate tension, use humour
    - Re-establish the relationship as soon as possible after correction
    - Avoid sarcasm or idle threats
    - Target specific behaviour
    - Re-focus the children.

- Use praise!

- Describe the behaviours you want.
- Model fairness, consistency and problem solving and staying calm.
- Make your classroom a 'no put-down' zone.
- Be specific with your language.
- Give single instructions.
- Teach and use active listening skills.
- Practise behaviours and be consistent.
- Use names when addressing children.
- Tactical ignoring and use of silence.
- Give choices.
- Be aware of your own behaviour
    - Body language
    - Tone of voice (respectful)
    - Posture
    - Eye contact.

Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give time.

Reminder:

I noticed you chose to…. (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice.

Thank you for listening

Warning:

I noticed you chose to…… (noticed behaviour)

This is the _____time I have spoken to you. If you choose to break the rules again you will move to the table at the back/outside. This will also mean you will miss some of your playtime.

(learner's name), do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.
Consequence/ calming time I noticed you are still choosing to …….. (noticed behaviour)
You need to go to sit at the table at the back/ to class X I will come and speak to you in three minutes. If need-be – call the office to request support of behaviour lead / SLT.

Appendix 3

St Francis of Assisi Catholic Primary School

Date:

Dear Parent/Carer,

_____ has been involved in unacceptable behaviour, he/she:

_____

_____ and has, as a result,

_____

It would be helpful if you could speak to your child about this. Please arrange an appointment to see the class teacher and myself in order to discuss the situation and future plans for managing behaviour.

Thank you for your support. It will help your child to achieve a positive outcome.

Yours sincerely,

Behaviour Lead

Please complete this section and return it to the school office as soon as possible

I confirm that I have received the letter concerning classroom behaviour and I will arrange an appointment at the earliest opportunity.

Signed: _____ Date: _____

(Parent/Guardian)

Individual Behaviour Plan

Behaviour focus My targets	**Prevention** What I need to do	**Support** Who or what is going to help me and when?	**Response** How did I get on?
Listen to and follow instructions. Not lose my temper on the playground.	Choose a good place to sit away from…. Come into the classroom when starting to get upset.	My teacher /TA will remind me at the beginning of each lesson. I will use my 'time out' card when I feel I need to.	

Rewards What will happen if I make the right choice	**Sanctions** What will happen if I make the wrong choice

Name:	**IBP number:**	**Date**:
IBP agreed by:	**Teacher**:	**Parent**: