

St Francis' Catholic Primary School Positive Behaviour Policy



'Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. As children of God, we care for each other and we always try to do our best.'

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Respectful code of conduct

All members of the school community are asked to respect each other, by being kind, caring and considerate of each other's feelings

All children are expected to:-

- Respect their teachers, other adults and fellow pupils.
 - Be courteous, helpful and considerate to others.
 - Be respectful and obedient when asked to follow instructions given by a member of staff or adult in charge.
 - Respect their own and other people's property and to take care of school books and equipment.
 - Walk around the school in a quiet orderly manner, always stepping aside to let an adult pass.
 - Play carefully and sensibly in the school playground, not on the path or car park, to line up quietly on hearing the bell and walk into school in an orderly way.
 - Wait quietly by the main door for an adult to supervise exit from the school building and never leave the premises without permission. The children should ask permission to retrieve the ball when it goes over the wall. The children are not allowed beyond the Presbytery gates.
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- If a child has grievances against another child it must be reported to a member of staff who will deal with the matter. After the matter has been dealt with our children are encouraged to say sorry and make friends immediately.
 - Physical violence:- fighting, kicking or bullying will not be tolerated, neither will retaliation. These serious misdemeanors will be dealt with accordingly.
 - Children should be helped to consider the feelings of others, to accept other children as they are irrespective of any differences. They should be taught to recognise bullying both of themselves and others and to report any incidents immediately to a member of staff. Staff should take all reports, of verbal or physical abuse, very seriously.
 - Offensive language must not be used.
 - Children are expected to be punctual and attend regularly. Occasions of absence and/or lateness in arrival must be accompanied by a note or telephone call of explanation.
 - Children must not bring in sharp or dangerous instruments to school or items which might cause a problem eg toys, stereos, jewellery.

- Children should wear the correct school uniform – in a tidy fashion. Hair styles should be sensible and hair attire simple in school colours.
- Jewellery – all forms of jewellery, with the exception of watches are best left at home. If earrings must be worn only studs are permitted and these have to be removed for PE lessons, including swimming.
- School bags – children are asked not to bring large bags into school and lack of space causes a problem. A small bag which will hang on the child's peg is most suitable.

Rationale – Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable.

In keeping with our Mission Statement, we respect the rights and responsibilities of all members of the school community to have a safe and secure environment in which the catholic ethos is encouraged.

1. Aims

- To create an environment which encourages and reinforces good behaviour, in accordance with Christian teaching.
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the schools expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

2. Standards of Behaviour

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. The following expectations of pupils reflect these principles.

The school expects pupils to:

- Attend school regularly and not miss days without good reason.
- Arrive on time

- Not leave during the day without permission
- Respect all school property, (the building and equipment).
- Wear the school uniform.
- Show respect for yourself and others.
- Avoid swearing, fighting or name calling.
- Listen to messages given and do as requested
- Participate in school activities
- Move quietly around the school and avoid causing disturbance
- Keep the school tidy and litter free.

3. Expectations of School

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

4. The Curriculum and Learning

We believe that an appropriate structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, all help to avoid disaffection and alienation, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the pupils and differentiated to meet the needs of all pupils. Marking and record keeping can be used as a supportive activity, providing feed-back to the

pupils on their progress and achievements. This also shows that pupils' efforts are valued and that progress matters.

5. Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupils, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment.

6. Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and Procedures should:

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do, rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;

- Promote the idea that every member of the school has a responsibility towards the whole.

7. Playground Rules and Procedures

The above rules and procedures apply to the playground as well as to the classroom.

Pupils should be made to understand that their expected good behaviour extends to the playground. Pupils should treat all adults with respect. Unacceptable behaviour should be dealt with fairly and consistently.

Two members of staff supervise the school playground at morning break time. The teacher in charge deals with problems that arise during play.

Lunchtime supervision is provided by three mid-day assistants.

Lunchtime is a time when pupils can feel overwhelmed with the noise and number of children. This especially applies to the younger members of our school. Prefects and older pupils can help the child join in with playtimes. Incidents are reported to the class teacher.

Pupils will be subject to a cooling off period if they interfere or disrupt other children's games.

Major incidents are reported at the end of playtime to the class teacher.

If a pupil persistently shows unacceptable behaviour, the head teacher is informed, who will then decide any sanctions to be taken.

8. Out of Classroom

Pupils representing the school at sporting events or on a school visit are expected to display the same standards of behaviour as in school.

Pupils are made aware that at all times they are considered an ambassador of our school.

Pupils travelling to and from school on a school transport, again, are expected to display appropriate behaviour. A pupil travelling on a school bus will have to agree to behave sensibly and take responsibility for their own and others welfare and safety. This will be monitored by the school.

It should be noted that swearing or any use of inappropriate language is not acceptable at any time, either in school or out of school.

9. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Awards for good behaviour and performance are regularly presented at assembly.

They are earned by maintaining good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

At St. Francis, we work within a Team System, whereby pupils earn points through effort, achievement and behaviour.

10. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically, there is a need for sanction to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be made clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

At St Francis, there are clear, agreed steps to sanction inappropriate behaviour.

How it works...

Each class has a traffic light system consisting of a green, amber and red 'light'. Each day every child starts the day on the green light.

If a child is not following their classes 'Golden Rules' then they are given a non-verbal warning. Should they continue to behave inappropriately they are given a verbal warning. In Foundation Stage children receive four warnings, children in Year 1 and 2 are given three, Year 3 and 4 two and children in Year 5 and 6 are given one warning before being moved to an amber light.

If poor behaviour continues, their name is moved to the amber light.
 If a child's name is on the amber light this means that they lose their next break time.
 For other serious behaviour consequences children will be moved onto the red light in accordance with our positive behaviour policy.

Once a sanction has been used we believe in giving children the opportunity to have a fresh start and try again. In all classes the traffic lights reset the following day. Children will be given privileges for good behaviour and will be rewarded at the end of the week with a chance to win from the class raffle. Raffle tickets will also be given out to children by the welfare staff at lunchtimes to praise positive behaviour.
 When children miss three periods of break time in a week a letter is sent home informing parents

For persistent misbehaviour or more serious misbehaviour, more serious consequences are used. For example: parents are involved, discussions are held with the child's class teacher or Head teacher; the child is placed on a daily report; an internal exclusion (working in isolation) is issued or the child is asked to work in another class.

For instances of more serious misbehaviour, including Level 2 and above behaviours, the child and their parents meet with Miss Deakin, where a Behaviour Contract is drawn up sometimes including other agencies.

| Day to day problems (Level 1 Behaviours) | |
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| Problem | Consequences |
| Lack of respect for self and others Interrupting the Teacher Calling out Answering back Wandering around class without purpose Leaving the class unnecessarily eg toilet trips, etc... Behaviour which disrupts the learning of others (including uncooperative behaviour, attention seeking behaviour, mimicry, wasting time) | <p>The class teacher or teacher in charge will deal with all Level 1 behaviours by consistently applying class rules and sanctions. Golden Rules and UFA time are to be reinforced at this level.</p> <p>Each class has a traffic light system consisting of a green, amber and red 'light'. Each day every child starts the day on the green light.</p> <p>If a child is not following their classes 'Golden Rules' then they are given a non-verbal warning. Should they continue to behave inappropriately they are given a verbal warning. In Foundation Stage children receive four</p> |

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| <p>Poor manners including lack of politeness, courtesy, forms of address</p> <p>Unacceptable levels of noise</p> <p>Bringing toys and other inappropriate equipment in class</p> <p>Eating in Class</p> <p>Spoiling other pupils' games or work</p> <p>Making inappropriate comments about others (including telling tales, name calling, teasing)</p> <p>Using inappropriate language</p> <p>Play fighting</p> <p>Poor response to instructions</p> <p>Poor lining up (break and lunch) including pushing in</p> <p>In school without permission i.e. in class or cloakrooms</p> <p>Running inside</p> | <p>warnings, children in Year 1 and 2 are given three, Year 3 and 4 two and children in Year 5 and 6 are given one warning before being moved to an amber light.</p> <p>If a child needs to be told again their name is moved to the red light.</p> <p>If a child's name is on the red light this means that they lose their next break time. For each subsequent time they are told they lose a further 5 minutes of their break time.</p> <p>If a child misses UFA time they must report to Mr Gilmour who will log this and supervise detention in the library on Friday afternoons.</p> |
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| More serious problems (Level 2 Behaviours) | |
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| Problem | Consequences |
| <p>Provocative behaviour towards others-taunting, enticing,</p> <p>Disobedience that endangers self and others</p> <p>Swearing</p> <p>Stealing</p> <p>Extreme inappropriate behaviour (verbal or physical)</p> | <p>1. <u>Referral to Mr Gilmour</u> where the incident will be discussed and action taken. This will happen for all Level 2 behaviours.</p> <p><u>There is an immediate loss of all Golden Time for Level 2 behaviours.</u></p> <p>2. If this happens more than three times the child will miss all break times and be put on report to the Headteacher.</p> |

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| <p>Defiance/Refusal to comply with the instructions of the Class Teacher or Supervising Adults</p> <p>Repeated Level 1 Behaviours</p> <p>Arguing back</p> <p>Rudeness to staff and other adults</p> <p>Lying</p> <p>Biting, punching, kicking, fighting, spitting</p> <p>Destroying the property of school or other pupils</p> <p>Hitting back</p> | <p>Level 2 Behaviours will be recorded by the Class Teacher and parents informed.</p> <p>In the most serious or persistent cases, the Headteacher and the parents will be involved.</p> <p>Outside agencies may also become involved. Staff support given /timetable intervention.</p> |
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| More serious problems (Level 3 Behaviours) | |
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| Problem | Consequences |
| Bullying | Refer to Headteacher |
| Racial Abuse | Refer to Headteacher |
| <p>Dangerous refusal to follow instructions</p> <p>Swearing at staff</p> <p>Running out of school premises</p> <p>Physical Abuse of staff/supervising adult/other children</p> <p>Verbal abuse of staff/other children</p> | <p>The Headteacher and the parents will be involved immediately.</p> <p>There is an immediate loss of all UFA Time for these behaviours. The child will be put on daily report and will work in isolation. All privileges are withdrawn. Individual cases will be dealt with accordingly with parental involvement.</p> <p>Exclusion is possible and will be considered in each individual case.</p> |

The same sanctions are applicable to pupils off school premises, for example, when representing the school in sporting activities, during swimming lessons or on a school trip. They also apply to pupils displaying inappropriate behaviour on school transport.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help from the Educational Psychologist or Behaviour Support may be necessary. This possibility should be discussed with the Head Teacher.

11. Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns should be communicated to the Head Teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of the school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents.

Revised and updated September 2017