

ST. FRANCIS' CATHOLIC PRIMARY SCHOOL
Whyteleafe Road
Caterham
Surrey
CR3 5ED

Policy Documents for
Behaviour



Mission Statement

Through God's love and with guidance from the Holy Spirit, we the St Francis Community, share our Catholic Faith. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our Families, Governors and Parish and inspired by our faith we support the children of St Francis'. We encourage the children to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Behaviour Policy General Principles

At St Francis' Catholic Primary School we have high expectations of pupil behaviour.

We believe that good behaviour is fundamental to a happy and successful school. The promotion of good behaviour is of the highest importance.

We expect all pupils to:-

- Listen carefully so that they can learn and be safe.
- Work hard and persevere to achieve the best.
- Take responsibility for actions.
- Show good manners by being kind and treating others as we would like to be treated.
- Value and care for our school and all the things in it.
- Have the courage to follow Jesus' footsteps.

As children develop, so their sense of responsibility increases. An important role of the Primary phase of education is to develop a sense of personal and corporate responsibility and to begin to develop a good understanding of what is right and wrong.

How do we do this?

- We value all pupils; their opinions, their efforts, their varying cultures and we treat all pupils and adults with respect.
- We praise and promote a positive atmosphere in the whole school.
- We listen to children and take account of their individual needs.
- We have consistent high expectations.
- We tell children what is expected of them.
- We set achievable targets for behaviour and reward them.

- We reinforce good behaviour with descriptive praise.
- We will investigate thoroughly and apply sanctions consistently and fairly.
- We identify children who find some aspects of behaviour difficult and offer support.
- We talk about how their behaviour has been unacceptable.
- We involve parents if behaviour gives cause for concern.
- We explore moral issues in RE and PSHCE lessons and in assemblies.

The above strategies are reinforced and underpinned by our behaviour management system - "Rewards & Sanctions" and "School Rules".

Our school life is based on our Christian faith and the Gospel Values. We respect each person as precious and equal in God's eyes and nurture tolerance and understanding of each other. Our values underpin all that happens in the school and provide the basis of our Mission Statement.

Our Catholic Faith and Gospel Values underpin the behaviour policy. When things go wrong, the children have five guides based on these Values, one for each digit on their hand.

1. Be honest with yourself
2. Tell the truth to others
3. Say sorry for any wrong doing
4. Give and accept forgiveness and consequences
5. Make up and try to avoid the same thing happening again

School Rules

A limited number of straightforward rules have been agreed, these rules are reviewed with the children in Assemblies and School Council meetings. The children are involved in devising, implementing and reviewing these rules.

These responsibilities are displayed prominently all around the school and referred to by all staff

The School Rules are:

At St. Francis' we are here to learn.

1. We always listen carefully so that we can learn and be safe.
2. We work hard and persevere to achieve our best.
3. We take responsibility for our actions.
4. We show good manners by being kind and treating others as we would like to be treated.
5. We value and care for our school and all the things in it.
6. We have the courage to follow Jesus' footsteps.

Rewards and Sanctions

The children need to understand the concept of cause and effect. It is very important that the children know from a very early age that each person deserves to be treated fairly and allowed freedom and space to develop without interference from others.

Children make a positive contribution through their involvement in developing the rules.

The children are aware that each individual has rights which the whole community must protect to ensure each person's well being.

In order to promote good standards of behaviour there is an agreed school reward system along side appropriate sanctions for those who choose not to comply.

Rewards

Effort and achievement are always rewarded. All staff are trained to notice children's endeavours, however small. Pupils are expected to be kind, respectful and hardworking and be aware of each other's safety. When they demonstrate any of these attributes they will be commended. A variety of rewards are used in school depending on the age and ability of pupils. These include:

- Verbal praise and positive comments and encouragement.
- House points and stickers.
- Celebration Assembly - certificates, recognition of external achievement awards
- Hamilton Award - annual award given to a boy and girl (Year 6) who have made exceptional contributions in their time at school
- Sent to HT/DHT with good work.

Sanctions

All children, at some time or other, will fall short of the expected behaviour. In consultation with the children we have agreed a step by step approach so that inappropriate or unnecessary sanctions are not used.

Verbal Warnings

- Two verbal warnings (1,2) - the teacher clearly explaining which School Rule has been broken.

Reflection Time (Yellow Card) - Minor misdemeanours

- On the third verbal warning - children missing part of playtime with written reflection. (Managed by class teacher) *Appendix 1*
- Sharing concerns with parents informally.
- If behaviour does not improve the class teacher will consult with Senior Staff.

Red Time (Red Card) - Persistent or Serious Unacceptable Behaviour (Years 2 - 6 only)

Red Time is for more serious incidents or if unacceptable behaviour continues.

- A 15 minute red time lunchtime detention; time to discuss, reflect and write about the incident, a copy of which will be sent home. Appendix 2
- Concerns shared with parents
- Referred to Senior Staff for monitoring.

Swearing

We ensure that if children are caught swearing they write to their parents detailing the exact words and phrases that they used. This will be done in the 15 minute red time detention time.

Appendix 3

Significant Behaviour Issues

For children whose behaviour is beyond the norm and who do not respond to the above rewards and sanctions the following options are available:

- Behaviour Target Books (with daily or weekly rewards for meeting targets) set with the class teacher, parent(s) and child.
- Referrals for strategies, support and counselling via the SENCo to the behaviour support service and vulnerable children's service.

Extreme Unacceptable Behaviour

If these need to be implemented the Surrey County Council guidance and procedures will be followed.

- Fixed term exclusions
- Permanent exclusion - This will only be used where everything else has failed and where a child's presence in the school seriously jeopardises the interests of other members of the school community.

The Governing Body will be involved in the permanent exclusion process

Role of the Parents in Managing Behaviour in School

The parent's role begins before the child enters school and continues for many years after. It is a parent's duty to prepare their child to face the outside world. Parents have the task of building up their child's self esteem and feeling of self worth and developing positive attitudes. Children learn by example. Their first role model is the parents closely followed by the wider family and community including friends and teachers. Children will reflect what they see around them:

- Tolerance of others
- Development of social skills of sharing, taking turns
- Respect for the rights and possessions of others
- The need to be good listeners
- A sense of right and wrong

Children will develop further social skills through their contact with others outside the home. These new skills will be additional to those they have learned from you. They need to know your standards first. They are then able to make valid judgements when comparing what others want of them, against what they know is acceptable.

Promoting good relationships

The promotion of good relationships within school depends on five essential principles. Our success depends on these essential principles.

Recognition	We are all human beings created by God, and equal in the eyes of God. Therefore we must not intimidate those who are different from ourselves
Respect	Other people may disagree with us and have a right to do so.
Listening	Listen and hear the other person's point of view.
Understanding	The other person has wants and needs.
Forgiveness	A development of Christian spirit that allows us to move forward so that we do not dwell on blame and condemnation.

When your child tells you of an incident which has happened to them in school try not to look for blame. Listen to both sides of the story as s/he sees it. Ask questions to help your child understand the circumstances and hopefully see the problem from both sides.

"Why do you think that happened?"

"Is there anything we need to understand to help sort out this situation?"

"Is there anyone else who is able to help?"

"Can you think of anything that might help to stop this from happening again?"

Encourage the child to express how s/he feels about what has happened so that they are able to reason things out by questioning their own involvement. Discourage feelings of resentment and look for a positive outcome. Do come to school to discuss the problem if necessary.

Name _____

Class & Year _____

What did I do?	
Who did it affect and how did it affect them?	
How will I make it better?	

Signed _____ (Child)

Signed _____ (Teacher)

Date _____

Name _____

Class & Year _____

What did I do?	
Who did it affect and how did it affect them?	
How will I make it better?	

Signed _____ (Child)

Signed _____ (Teacher)

Date _____



St Francis' Catholic Primary School Offensive Language Letter

"For it is in giving that we receive"
- St. Francis of Assisi

Dear _____

Today at school I used offensive language.

I said:

I understand that this is not acceptable and will not use such language again.

Yours sincerely,

Name _____

Class and Year _____

Date _____