

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

***Good Behaviour Policy***  
**2018-2021**



**St Francis' Catholic Primary School**  
**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.

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### **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 have high expectations of our pupils' behaviour and we foster mutual respect between pupils and between staff and pupils.

#### **Aims of Policy**

- To promote good behaviour, self-discipline and respect
- To prevent bullying
- To ensure that pupils complete assigned work
- To regulate the conduct of pupils

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.

## **Christian Faith and Gospel Values**

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

### **1. Behaviour Expectations (Children's Code of Conduct – Appendix 6)**

We expect all pupils, both in and out of school, to be excellent St Francis' role models for the school by:

- Showing respect, courtesy and good manners,
- listening to their teachers and adults who help them,
- following the School Rules (See Section 5 below) and
- demonstrating via their behaviour that they know and understand our school Gospel Values and British Values.

### **Role of the Parents in Supporting the Management of 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 should:

- support their child in adhering to the School Rules and Behaviour Expectations (Children's Code of Conduct), in and out of school and when online and using social media.
- work co-operatively with the school staff in addressing any behavioural issues;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly

Parents have the task of building up their child's self-esteem, feeling of self-worth and developing positive attitudes and resilience. Children's first role models are their parents closely followed by the wider family and community including friends, teachers and teaching assistants. Children learn by example and will reflect what they see and experience around them:

- Tolerance of others
- Development of social skills eg. 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 their family. They need to have an understanding of their family's standards first. They are then able to make valid judgements when comparing what others want of them, against what they understand is acceptable.

## **2. Promoting good behaviour and 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.

## **3. Poor Behaviour Incidents**

When a child reports an incident, which has happened to them in school we use 'Restorative Justice' approach to help us resolve incidents of poor behaviour. This process can be used by Parents, Teachers and Teaching Assistants alike. This allows everyone involved in the incident to communicate what happened, play a part in fixing the situation and move forward positively. In keeping with our Catholic Ethos we try to move forward in a spirit of forgiveness. We should try not to look for blame. We should listen to both/all sides of the story as he or she sees it. We ask questions to help the child understand the circumstances and hopefully see the problem from both sides.

- What do you think that happened?
- When did it happen?
- How did it happen?
- Who was there?
- What did you do?
- What did they do?
- Who did you tell and ask for help?
- Is there anything we need to understand to help sort out this situation?
- Is there anyone else who is able to help?
- Who was affected by it?
- How were they affected?
- Can you think of anything that might help to stop this from happening again?

We encourage the child to express how s/he feels about what has happened so that they are able to use reasoning and question and understand their own involvement. We discourage feelings of resentment and look for a positive outcome – ways to make things better. It is a system that helps children to discuss issues and feelings and express themselves, thus building resilience and skills for the future.

## **4. Behaviour and Discipline in Schools (DfE Guidance)**

The DfE gives clear guidance to Headteachers and School Staff on Behaviour and Discipline in Schools  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

### **The Law on Behaviour and Discipline Policy in Schools**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

### **Punishing Poor Behaviour - What the law allows**

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
  1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
  2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
  3. It must not breach any other legislation (for example in respect of Disability, Special Educational Needs, Race and other Equalities and Human Rights) and it must be reasonable in all the circumstances.
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- With reference to the role of volunteers on trips and otherwise, at St Francis', other than a reasonable reprimand for poor behaviour, the power to discipline rests with staff of the school and not volunteers.
- Corporal punishment is illegal in all circumstances.
- Children must not suffer as a result of any discipline and staff follow the school safeguarding policy in this respect.

### **Pupils' Conduct Outside the School Gates – What the law allows**

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
- St Francis' expects pupils to behave out of school as well as when at school. Any behaviour which involves non-criminal bad behaviour and bullying, which is witnessed by a staff member or reported to

the school will be taken very seriously and dealt with according to the school's policy for disciplining misbehaviour and bullying.

- Subject to the school's Behaviour Policy, the teacher may discipline a pupil for any misbehaviour when the pupil is:
  1. taking part in any school-organised or school-related activity or
  2. travelling to or from school or
  3. wearing school uniform or
  4. in some other way identifiable as a pupil at the schoolor misbehaviour at any time, whether or not the conditions above apply, that:
  5. could have repercussions for the orderly running of the school or
  6. poses a threat to another pupil or member of the public or
  7. could adversely affect the reputation of the school

### **Detention - What the law allows (St Francis' uses the phrase Reflection Time rather than Detention)**

- Teachers have a legal power to put pupils in detention and that parent consent is not required to put pupils into detention.
- At St Francis' we use the term 'Reflection Time' instead of detention as we regard detention as time for reflection on poor behaviour, an opportunity to consider who it has affected and a time to make amends and apologise.
- We recognise the right in law to give detention on school days, at weekends and on in-service training days. However, at St Francis' we would not use detention outside school hours as a sanction.
- For a lunchtime detention/reflection, notice is not given to parents. Teachers have been delegated the power to use this sort of detention/reflection if they deem it necessary. Teachers will ensure that reasonable time is allowed for the pupil to eat, drink and use the toilet.

### **Confiscation of Inappropriate Items - What the law allows**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The Headteacher would decide what should happen to the confiscated items. Weapons and knives would be handed to the Police.
2. Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). While the likelihood of such a necessity at St Francis' is extremely low, should it be necessary the Headteacher would make reference to 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

### **Power to use Reasonable Force – What the Law Allows**

- The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- While the likelihood of such a necessity at St Francis' is extremely low, should it be necessary the Headteacher would make reference to 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (non-statutory guidance).

### **Malicious allegations**

- For allegations of abuse made against teachers or other staff, processes dictated in part 4 of 'Keeping Children Safe in Education' (September 2016) will be followed.
- Where a child makes an accusation against a member of staff, and that accusation is shown to have been malicious, the Headteacher will discipline the child in accordance with this policy.
- Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.
- The Headteacher will also consider the pastoral needs of staff accused of misconduct.

**The above DfE guidance reinforces our behaviour management system of  
"Behaviour Rewards & Sanctions" and "School Rules".  
Our Behaviour Policy is underpinned by our Christian Faith and Gospel Values**

### **5.School Rules**

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

- The children are aware that everyone has rights, which the whole community must protect to ensure each person's wellbeing.
- Pupils are responsible for their own behaviour and keeping the school rules
- Pupils should listen and follow all instructions from the adults who teach and help them.

The school rules are displayed prominently around the school and referred to by all staff.

### **We have 6 School Rules:**

*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.

### **6. Rewards and Sanctions**

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 and learn without interference from others. In order to promote good standards of behaviour there is an agreed school reward system, alongside appropriate sanctions for those who choose not to comply.

## **Rewards (See Appendix 1 for details of rewards)**

Effort and achievement are always rewarded. All staff 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.

## **Sanctions (See Appendix 1 for details of 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.

### **Sanctions Stages**

#### **EYFS and KS1:**

Incidents are dealt with mainly through discussion with the child and when necessary the Parent/s.

#### **KS2:**

In general, incidents of poor behaviour will be dealt with by the school staff through:

**Stage 1** – Two verbal warnings leading to

**Stage 2** - Yellow Reflections being implemented.

**Stage 3** – Red Reflection - here incidents become more serious or frequent. Parents will be informed, verbally and in writing through the School Planner, or via email or letter. We may ask Parents to come in to discuss what has happened.

**Stage 4** – Seclusion and/or Exclusion is for the most serious and critical of incidents.

Parents are always encouraged to speak to the Class Teacher, for clarification or help if they have any concerns.

## **7. Poor Behaviour: Management Procedure**

### **EYFS & KS1 Reflection Procedure: Reception up to Year 2**

Staff will talk to the children and work with them to understand:

- what they have done,
- what school rules they have broken
- what they must do to make amends and put things right
- to apologise
- to forgive

**Where necessary PSHCE lessons and strategies such as 'circle time' will also be used to discuss issues.**

**Note:** The above actions are normally very effective in EYFS and KS1, however if there is an occasion where there is serious or persistent behaviour beyond what is considered age appropriate, the Senior Leadership Team will be informed and we may apply KS2 Yellow and Red Reflection Procedures, or Seclusion/Exclusion for critical incidents of poor behaviour.

### **KS2 Reflection Procedures: Year 3 to Year 6**

#### **Verbal Warnings**

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

#### **Yellow Reflection – Minor misdemeanours**



- On the third verbal warning – children miss part of playtime with written reflection. (Managed by class teacher) **Appendix 2 (Yellow Reflection Form)**
- Sharing concerns with parents informally (eg: verbally or via notes in the School Planner)

Reflections are monitored by the Class Teacher and Senior Leadership Team (SLT). If behaviour does not improve and it becomes persistent the class teacher will consult with Senior Staff - Head/Deputy/Inclusion Lead regarding further sanctions.

**Red Reflection** – Persistent or Serious Unacceptable Behaviour (Years 3 - 6 only)

Red Reflection is for far more serious incidents, or if unacceptable behaviour continues and is persistent.

- A 30 minute red time lunchtime detention; time to discuss, reflect and write about the incident, a copy of which will be sent home. **Appendix 3 (Red Reflection Form)**
- Concerns shared with parents
- Referred to Senior Staff for monitoring and reflection. (Head/Deputy)

**Critical Behaviour - Seclusion (Internal) and Exclusion (Fixed term or Permanent)**

In extreme circumstances where poor behaviour has gone beyond a Yellow and Red Reflection, the Senior Leadership Team will review each poor behaviour incident. If it is regarded as ‘Critical’ (**See Appendix 1**), steps will be taken to implement Seclusion and/or Exclusion

**Swearing or use of offensive language**

We ensure that if children are caught swearing, or using offensive language, they write to their parents detailing the exact words and phrases that they used and a letter of apology to the other person involved. This will be done in the 30-minute red time detention time.

**Appendix 4 (Offensive Language Letter)**

**8. Dealing with Poor Behaviour from those with Special Educational Needs and Disabilities (SEND) See Appendix 5**

For many children with SEND our Behaviour Policy with rules, rewards and sanctions will still apply. However, for those children with high need or specific SEND, where we feel that our normal procedures will not be appropriate, we will use the procedures or strategies set out in **Appendix 5 (Dealing with Poor Behaviour and SEND)**

**St Francis' Catholic Primary School**  
**Behaviour Policy: Rewards, Reflection & Sanctions Procedure**

<b>Good Behaviour</b>		<b>Rewards</b>
<p><b>Types of good behaviour</b></p> <ul style="list-style-type: none"> <li>• Good Manners (EG: Using please, thank you, holding doors open, allowing adults to go first etc)</li> <li>• Politeness</li> <li>• Hard working</li> <li>• Persevering</li> <li>• Kindness &amp; being thoughtful</li> <li>• Being helpful</li> <li>• Being a good listener</li> <li>• Being prayerful</li> <li>• Modelling one of our school values</li> <li>• Being a St Francis' role model</li> </ul>	<p><b>Rewards for good behaviour (praise, reward and congratulate)</b></p> <p>These may take many forms including:</p> <ul style="list-style-type: none"> <li>• Verbal Praise and positive comments</li> <li>• Reward Certificates – to be presented in Celebration Assembly</li> <li>• Recognition of external achievement awards</li> <li>• House Points</li> <li>• House Colour Days</li> <li>• Stickers – from Teachers, LSAs, SLT or Headteacher</li> <li>• Extra playtime</li> <li>• Hamilton Award – annual award given to a boy and girl (Year 6) who have made exceptional contributions in their time at school</li> <li>• Subject specific awards eg: Father John Maths Award, Music Trophy</li> </ul>	
<b>Poor Behaviour Procedures</b>		
<p><b>Tracking and Monitoring of Poor or Unacceptable Behaviour:</b></p> <p>Numbers of incidents are monitored through the Reflection Sheets and CPOMS – Child Protection Online Management System                  These plus the Staff Concerns will advance the procedures</p>		
<p><b>Verbal Warnings</b> – two given. Expectation is that pupils respond to the warnings.</p>		
<p><b>Yellow Reflection</b>  <b>Poor Behaviour Examples</b></p>	<p><b>Red Reflection</b>  <b>Serious Behaviour Examples</b></p>	<p><b>Critical: Behaviour Examples</b></p> <p>These are behaviours that go beyond serious and are extreme.                  Eg: aggression, violence, defamation, derogatory language, deliberate and persistent disruption</p> <p>In line with the school's Anti-Bullying Policy if these are found to be repeated, persistent and consistent these will be regarded as bullying.</p> <p>Behaviour that has become so extreme that <b>Seclusion</b> and <b>Exclusion</b> may be considered necessary.</p>
<p><b>General poor behaviour and disruption through:</b></p> <ul style="list-style-type: none"> <li>• Continual talking out of turn during lessons and assemblies</li> </ul>	<p>Poor or dangerous behaviour or disruption or where 'Yellow Reflection' sanctions have not been effective and/or the school monitoring identifies persistent</p>	<p><b>Extreme, Repeated, Persistent and Consistent:</b></p> <ul style="list-style-type: none"> <li>• Persistent disruption to other pupils learning</li> <li>• Repeated swearing</li> </ul>

<ul style="list-style-type: none"> <li>Leaving their seat without permission and wandering around the class</li> <li>Rudeness, back answering, poor attitude towards adults – Teachers, LSAs, Helpers, Visitors</li> <li>Refusal to follow adult instructions or to participate in any session, including assembly</li> <li>Name calling</li> <li>Offensive language and hand gestures</li> <li>Lying</li> <li>Continued silliness in class either at tables or on the carpet – whispering, giggling, making noises etc</li> <li>Passing notes in lesson times</li> <li>Running in classes or corridors</li> <li>Shouting in class or corridors</li> <li>Pushing in classes or corridors</li> <li>Deliberately damaging school property</li> <li>Throwing items in class – eg paper, rubbers, pencils, pens</li> <li>Play Fighting</li> <li>Bringing in items from home – if already told or asked not to</li> <li>Inappropriate use of computers</li> <li>Chewing gum/eating sweets in school time</li> <li>Deliberate refusal to line up in class, hall or playgrounds, or doing this deliberately too slowly</li> <li>Deliberate dropping or playing with food in the lunch hall</li> <li>Shouting or excessive noise in the lunch hall</li> <li>Silly behaviour in the lunch hall</li> <li>Playing with balls when not permitted (no balls are allowed before/after school and NO FOOTBALL is allowed on the playground) except at designated times for each class or year group.</li> <li>Throwing balls at each other with an intent to hurt</li> <li>Playing or going on grass areas, behind walls or sheds, or on trim trails without staff permission</li> </ul>	<p><b>and/or repeated patterns of particular behaviours.</b></p> <ul style="list-style-type: none"> <li>Any deliberate behaviour the results in another child being hurt physically or emotionally.</li> <li>Swearing (including offensive hand gestures)</li> <li>Stealing</li> <li>Deliberately spoiling another pupil’s work or possessions</li> <li>Serious deliberate damaging of school property</li> <li>Racist or homophobic or gender biased name calling. Whilst the school recognises the severity of a racist and homophobic comments, it also recognises that some comments can be made in ignorance when children do not understand the meaning of certain words or they ‘parrot’ something they may have heard. The School investigates all matters heard or brought to their attention <u>and has a duty to report such instances annually to the Local Authority.</u></li> </ul> <p><b>Bullying</b> Is when poor behaviour moves from what might be considered age appropriate behaviour to deliberate, repeated, persistent and consistent inappropriate behaviour over time. The School investigates all matters brought to their attention <u>and has a duty to report such instances annually to the Local Authority.</u></p> <p><b>Teachers will refer more serious instances to the Senior Leadership Team. The Deputy Head monitors the numbers of reflections and liaises with Staff regarding concerns and any emerging patterns of poor behaviour.</b></p>	<ul style="list-style-type: none"> <li>Deliberate destruction or damage to School Property – serious and may have been repeated.</li> <li>Harming another child – serious injury/drawing blood etc</li> <li>Bullying including online bullying</li> <li>Repeated racist, gender biased or homophobic remarks</li> <li>Bringing into School: offensive weapons, drugs, alcohol or cigarettes.</li> <li>Malicious allegations against Staff</li> </ul> <p>The School investigates all matters heard or brought to their attention <u>and has a duty to report such instances annually to the Local Authority.</u></p>
<p><b>Remedial Actions by children</b></p> <ul style="list-style-type: none"> <li>Complete Reflection Form</li> <li>Complete Offensive Language and Signs Letter to parents</li> </ul>	<p><b>Remedial Actions by children</b></p> <ul style="list-style-type: none"> <li>Complete Reflection Form</li> <li>Complete Offensive Language letter and signs it</li> </ul>	<p><b>Remedial Actions by children</b></p> <ul style="list-style-type: none"> <li>Apology – may be written and/or verbal</li> </ul>

<ul style="list-style-type: none"> <li>• Apology – may be written and/or verbal</li> <li>• Demonstration of genuine remorse and efforts are being seen to improve</li> </ul>	<ul style="list-style-type: none"> <li>• the letter is handed directly to parents or posted.</li> <li>• Apology – may be written and/or verbal</li> <li>• Demonstration of genuine remorse and efforts are being seen to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of genuine remorse and efforts are being seen to improve</li> <li>• A positive and permanent change of behaviour.</li> <li>• Diligent completion of work set during seclusion. Good manners and attitude towards adults</li> <li>• Discussions and working with SENCO and or the Learning Mentor</li> </ul>
<p><b>Actions by Staff</b></p> <ul style="list-style-type: none"> <li>• Staff members will speak with the child/children concerned, listening to all sides of the issues/stories</li> <li>• Completion of Reflection Forms</li> <li>• Teacher/LSA notifying Parent via School Journal, by phone, or verbally</li> <li>• Restorative justice methods may, if appropriate, be used to support and help rectify poor behaviour incidents</li> </ul>	<p><b>Actions by Staff</b></p> <ul style="list-style-type: none"> <li>• SLT member will speak to the child/children concerned</li> <li>• Completion of Reflection Forms</li> <li>• Teacher or SLT or Headteacher notifying Parents in writing via School Journal, or letter, by phone, or verbally</li> <li>• Restorative justice methods may, if appropriate, be used to support and help rectify the situation</li> </ul>	<p><b>Actions by Staff</b></p> <ul style="list-style-type: none"> <li>• The SLT will speak to the child/children concerned</li> <li>• Parents Informed verbally and in writing</li> <li>• Formal meetings and/or letters from Headteacher</li> <li>• Home/School behaviour book put in place</li> <li>• Involvement of the SENCO and/or Learning Mentor</li> <li>• Possible involvement or referrals to outside agencies</li> <li>• Restorative justice methods may, if appropriate, be used to support and help rectify the situation</li> </ul>
<p style="text-align: center;"><b>Sanctions (examples of and not limited to)</b></p>	<p style="text-align: center;"><b>Sanctions (examples of and not limited to)</b></p>	<p style="text-align: center;"><b>Sanctions (examples of and not limited to)</b></p>
<p><b>15/20 minutes Lunch playtime lost</b></p> <ul style="list-style-type: none"> <li>• Lunchtime Reflection/ Detention</li> <li>• Loss of privileges (timed and proportional to severity of the behaviour) eg: Playtime, Lunch time, football, trim trail</li> <li>• Writing out School Values with a written explanation of them</li> </ul> <p><b>Other Sanctions</b></p> <ul style="list-style-type: none"> <li>• Extra Homework - to complete work missed through poor behaviour</li> <li>• Repairing or paying for damage done</li> <li>• Changed seating arrangements in class</li> <li>• Walking at playtime with the adults on duty</li> <li>• Contact to Parents through a specially set up and agreed home/school behaviour book</li> </ul>	<p><b>Whole of Lunchtime Play Missed</b></p> <ul style="list-style-type: none"> <li>• Lunchtime Reflection/ Detention</li> <li>• Loss of privileges (timed and proportional to severity of the behaviour) eg: Playtime, Lunch time, football, trim trail</li> </ul> <p><b>Other Sanctions</b></p> <ul style="list-style-type: none"> <li>• Removal of other privileges eg Removal from trips &amp; visits, shows, discos or performances, Masses, Removal of permission to sign out (Y6), Removal of phones (Y6)</li> <li>• Removal from Roles of Responsibility – Prefect, Buddy, House Capt.</li> <li>• Lunchtime clearing tables and sweeping floors</li> <li>• Litter picking</li> <li>• Tidy Cloakrooms</li> <li>• Sort the lost property box</li> <li>• Weeding the garden areas</li> <li>• Home/School behaviour book put in place</li> </ul>	<p><b>Seclusion or Exclusion</b></p> <p><b>Seclusion means:</b></p> <ul style="list-style-type: none"> <li>• The pupil working out of the classroom, on own away from others</li> <li>• Use of a separate table/ work station (supervised)</li> <li>• removal from the playground (a break will be given in seclusion)</li> <li>• removal from the lunch hall – meals will be taken in seclusion</li> </ul> <p><b>The length of seclusion time will be decided by the Headteacher and Parents will be informed of the decision.</b></p> <p><b>Exclusions</b></p> <p><b>The School will follow the Surrey County Council Exclusion procedures.</b></p> <p><b>In extreme circumstances when all other avenues have failed to elicit consistently improved behaviour, or where a child's behaviour is seriously harming the education or welfare of other members of the school community, the Head teacher will consider a fixed term or permanent</b></p>

	<ul style="list-style-type: none"> <li>• Use of a separate table/ work station (supervised)</li> <li>• Involvement of SENCO, Learning Mentor and if appropriate outside agencies</li> </ul>	<p>exclusion. This includes pupils who make false allegations against staff. In extreme circumstances of malicious allegations, the Head may even press criminal charges against the pupil.</p> <p>If a child is to be excluded, then the Parents and the Chair of Governors will be informed immediately.</p> <p><b>Exclusions come in two forms:</b></p> <ol style="list-style-type: none"> <li>1. <b>Fixed term</b> (time limited) exclusions will be implemented, leading to</li> <li>2. <b>Permanent exclusion</b> if behaviour persists</li> </ol> <p><b>Note:</b> In instances of <u>fixed term exclusion</u>, the child will only be readmitted after a reinstatement meeting is held in line with DfE Guidance.</p>
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**Actions by Parents**

<ul style="list-style-type: none"> <li>• Listen to both sides of the story as he or she sees it.</li> <li>• Ask questions to help the child understand the circumstances and hopefully see the problem from both sides.</li> <li>• Try not to look for blame.</li> <li>• Go over the school rules – which one has been broken</li> <li>• Go over the Children’s Code of Conduct</li> <li>• Be very firm about your expectations both at home and school</li> <li>• Be very firm about the expectations for good behaviour and learning</li> <li>• Be very firm about reprimands used and any consequences given at home for poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to both sides of the story as he or she sees it.</li> <li>• Ask questions to help the child understand the circumstances and hopefully see the problem from both sides.</li> <li>• Try not to look for blame.</li> <li>• Go over the school rules – which one has been broken</li> <li>• Go over the Children’s Code of Conduct</li> <li>• Be very firm about your expectations both at home and school</li> <li>• Be very firm about the expectations about good behaviour and learning</li> <li>• Be very firm about your reprimands and any consequences given at home for poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to both sides of the story as he or she sees it.</li> <li>• Ask questions to help the child understand the circumstances and hopefully see the problem from both sides.</li> <li>• Try not to look for blame.</li> <li>• Go over the school rules – which one has been broken</li> <li>• Go over the Children’s Code of Conduct</li> <li>• Be very firm about the expectations for good behaviour and learning</li> <li>• Be very firm about reprimands and the following through with any consequences given at home for poor behaviour</li> </ul>
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**NOTES:**

1. Children cannot be withdrawn from PE or any Curriculum Area unless there is a safety issue, or they are disrupting the rest of the Class and stopping learning. In these circumstances children can be sent with work to another area (supervised).
2. Any child leaving the school grounds deliberately and without permission – the police will be phoned first, then the Parent as this constitutes a safeguarding issue.

Name \_\_\_\_\_

Class & Year \_\_\_\_\_

<p><b>Reflect: What did I do?</b></p> <p><i>Describe</i></p> <ol style="list-style-type: none"> <li>1. What do you think that happened?</li> <li>2. When and where did it happen?</li> <li>3. How did it happen?</li> <li>4. Who was there?</li> <li>5. What did you do?</li> <li>6. What did they do?</li> <li>7. Who did you tell and ask for help?</li> </ol>	
<p><b>Who did it affect? How did it affect them?</b></p> <p><i>Think about who:</i></p> <ol style="list-style-type: none"> <li>1. You</li> <li>2. The other person or people</li> <li>3. Staff members</li> <li>4. Your parents</li> </ol>	
<p><b>How will I make it better?</b></p> <p><i>Think about:</i></p> <ol style="list-style-type: none"> <li>1. What actions will you take?</li> <li>2. How can you stop this from happening again?</li> <li>3. Is there anyone else who is able to help?</li> </ol>	

Signed \_\_\_\_\_ (Child)

Signed \_\_\_\_\_ (Teacher)

Date \_\_\_\_\_

Name \_\_\_\_\_

Class & Year \_\_\_\_\_

<p><b>Reflect: What did I do?</b></p> <p><i>Describe</i></p> <ol style="list-style-type: none"><li>1. What do you think that happened?</li><li>2. When did it happen?</li><li>3. How did it happen?</li><li>4. Who was there?</li><li>5. What did you do?</li><li>6. What did they do?</li><li>7. Who did you tell and ask for help?</li></ol>	
<p><b>Who did it affect? How did it affect them?</b></p> <p><i>Think about who:</i></p> <ol style="list-style-type: none"><li>1. You</li><li>2. The other person or people</li><li>3. Staff members</li><li>4. Your Parents</li></ol>	
<p><b>How will I make it better?</b></p> <p><i>Think about:</i></p> <ol style="list-style-type: none"><li>1. What actions will you take?</li><li>2. How can you stop this from happening again?</li><li>3. Is there anyone else who is able to help?</li></ol>	

Signed \_\_\_\_\_ (Child)  
Signed \_\_\_\_\_ (Teacher)  
Date \_\_\_\_\_



## St Francis' Catholic Primary School Offensive Language Letter

Dear \_\_\_\_\_

Today at school I used offensive language.

I said:

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

I will apologise/have apologised to those people I have offended.

Yours sincerely,

Name \_\_\_\_\_

Class and Year \_\_\_\_\_

Date \_\_\_\_\_



### **Behaviour Management for children with Special Educational Needs (SEND)**

Behaviour management for pupils who have high need or specific learning difficulties (such as Autism), is concerned more with addressing and resolving individual needs, as the school's normal behaviour strategies and procedures may not be suitable for high need SEND children. ~~than with social control and discipline.~~ Children with these learning difficulties do not easily perceive the structure and purpose of the world they live in, and they experience difficulty in focussing attention on meaningful activities for even a short period of time. They may be hyperactive, or conversely, lethargic, and are easily distracted. They may also resent intrusion into their own world and resist attempts to direct their activities or restrain their behaviours. Their rigidity of thought can lead to obsessive behaviours, such as repeated body movements or fixed interest in an object or activity. Anxieties about physical or social situations can frequently lead to aggressive behaviour. At St Francis' we aim to be positive and proactive in our practice and for children with these learning difficulties we use a system of:

- Reporting
- Recording
- Monitoring
- Evaluating

With SEND children we work with external professional agencies for assessments, advice and guidance as appropriate.

#### **Aims**

We aim to reduce the barriers to learning that result from behaviours related to specific learning difficulties such as autism, by:

- Identifying and reducing the incidence of events likely to "trigger" aggressive and/or violent behaviour (eg through ABC Charts)
- Limiting the frequency and duration of challenging behaviours through behaviour management strategies
- Identifying and redirecting obsessive behaviours
- Directing pupils to focus their attention on learning activities

#### **Reducing aggressive and violent behaviour**

The incidence and severity of aggressive and violent behaviour directed towards self, staff or other pupils will be reduced by:

- Providing high staff to pupil ratios. Pupils are assessed and reviewed by the Headteacher and SLT in consultation with class teachers to evaluate the pupil/staff ratios in place
- Training staff to use behaviour management strategies (including de-escalation techniques)
- Having consistent routines, to help avoid pupils' anxieties about what happens next.
- Using pictorial communication, so that pupils understand what is expected of them and so that they can express their needs
- Controlling the physical environment so that purposes and expectations are clear, to reduce anxieties about what to do in different locations
- Managing the level of stimulation in the environment
- Providing daily opportunities for physical exercise to increase fitness and reduce stress
- Using individual therapeutic practices to promote relaxation and reduce anxiety and stress
- Analysing pupils' individual behaviour to identify possible causes or triggers

- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour plans
- Ensuring new and temporary staff are briefed about behaviour issues and strategies before working with any pupil

### **Responding to aggressive and violent behaviour.**

Responses should focus immediately on making sure that everyone involved is safe, then at a later time should be concerned with problem solving and planning to reduce the behaviour in future. The school uses Positive Touch strategies to support dealing with instances of aggressive or violent behaviour.

Strategies to manage challenging behaviour should be adapted to the needs of individual pupils and can include:

- Firm and clear instructions to stop, supported by appropriate aids to communication
- The application of rewards and sanctions
- Physical intervention to protect other pupils or staff
- Diverting the pupil to an alternative activity/area
- Withdrawal to a safe area or quiet-room

Following poor behaviour incidents, we will meet with parents and or specialist external professionals to seek guidance, support and strategies

### **Rewards and Sanctions**

Rewards and sanctions are used to help pupils to make connections between their behaviours and the consequences in order to promote good behaviours and deter undesirable ones.

Reward systems are linked to individual pupil's personal motivations and may include:

- Being given access to favoured activities/items.
- Stickers/House Points
- Consistently applied phrases/comments that convey praise.
- Primary reinforcers as appropriate – food, drink etc.




### **Sanctions are used in a carefully managed ways and may include:**

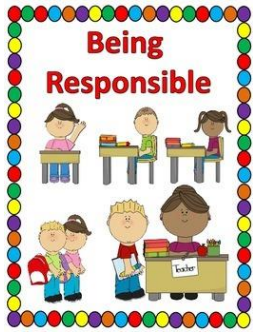
- Periods of 'time out'.
- Loss of rewards
- A reduced timetable - A short timetabled period of withdrawal from school as agreed with parents/carers. This may be followed by a meeting with all parties – parents, Staff and if necessary external professionals, to ensure returning to full time in school is planned and strategies, new risk assessments etc are put in place.

The pupil is made aware of why the sanction is being imposed and what changes in behaviour are needed to avoid future sanctions, as appropriate.

### **Seclusion (internal) and Exclusions (fixed and permanent)**

If a child's behaviour presents a high or extreme risk of injury to others and or disruption to the education and welfare of other pupils and staff the Headteacher may consider and implement seclusion and/or exclusion.

<p><b>Children’s Code of Conduct</b></p>	<p><b>St Francis Catholic Primary School Behaviour Expectations</b></p> <p><b>An excellent St Francis’ Role Model can:</b></p>
	<p>Listen carefully and follow instructions so that everyone can learn and be safe.</p>
<p>PERSEVERANCE + HARD WORK = SUCCESS</p>	<p>Work hard and persevere to achieve their best.</p>
	<p>Show respect, courtesy and good manners by being kind and treating others as they would like to be treated.</p>
	<p>Value and care for our school and all the things in it.</p>

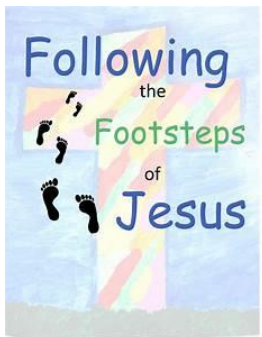


Take responsibility for their own actions.

(Do the right thing and always tell the truth)



Act sensibly around the school -  
walk and talk quietly.



Have the courage to follow Jesus'  
footsteps.