



# ST FRANCIS SCHOOL

## BEHAVIOUR POLICY (B4)

### Related Policies:

- Attendance and Absence Policy (B11);
- Anti-Bullying Policy (B3);
- Child Protection and Safeguarding Policy(B1);
- Parental Complaints Policy (B13);
- Code of Conduct for Safe Practice (B5);
- Discipline, Exclusions and Required Removal Policy;
- Equal Opportunities - Curriculum Policy(C22);
- Pupil Sanctions Record;
- Special Educational Needs and Disability Policy and Procedures (D13);
- Staff Handbook and Policies]; and
- Data Protection Policy (B9).

### INTRODUCTION

At St Francis our community is based upon teamwork and kindness and the School aims to encourage pupils to adopt the highest standards of behaviour, principles, and morals and to respect the ethos of the School.

Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach kindness, mutual respect and safety for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of collaboration, leadership, independence, challenge and kindness through a focus upon these 'CLICK' skills within our learning programme.

The School is an inclusive community. We welcome and embrace diversity, social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world. This policy applies to all pupils in the School including those in our Nursery and Early Years Foundation Setting (EYFS). Our designated staff members responsible for behaviour management in EYFS are Rachel Ashman and Maria Urbietta-Myers.

### CODE OF CONDUCT

The Schools community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct for Safer Working Practice : [Policy B5 Safer Working Practice](#)

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour. Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance and Absence Policy (B11). They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community.

Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below [up to and including suspension/ exclusion].

## INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

## Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupils whereabouts, in accordance with the Schools safeguarding obligations. Please note that it is usually the schools policy not to allow holidays to be taken during term time unless in exceptional circumstances.

## INVOLVEMENT OF STAFF

All staff must:

- Take time to welcome students at the start of the day or session;
- Greet students at the door or while entering their teaching rooms/area at the beginning of each lesson;
- Never walk past or ignore students who are failing to meet expectations;
- Use positive reinforcement
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe' and our school values;
- Record significant behaviour incidents as per the policy;
- Share any behaviour or pastoral concerns promptly with the designated member of SLT.

The Senior Leadership Team must:

- Be a visible presence around the school during the school week
- Strive to ensure children/parents do not arrive early to class each morning and afternoon
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, messages home and certificates and merits
- Ensure staff training needs are identified and targeted
- Use behaviour data to identify trends and target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Endeavour to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

## Visible Consistencies

At St Francis we endeavour to ensure that visible consistencies and routines are taking place within school in order to foster the positive school culture and climate that we strive for. The following practices should be observed throughout the school at all times:

Our Rules	Visible Consistencies	Relentless Routines	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Lovely Lines 3. Wonderful Walking 4. Visual Behaviour Response System on display and referred to	1. Praise in Public 2. Remind in Private 3. Repetition of our rules 4. Meet and greet before entering the class 5. Wonderful walking around school 6. Consistent Language - 'I noticed ...Thank you for listening'	1. House/CLICK points 2. Certificates 3. Home contact 4. HT/SLT praise - commendation 5. End of term CLICK awards

## ADULT STRATEGIES TO DEVELOP EXCELLENT BEHAVIOUR

- IDENTIFY the behaviour we expect through our values and CLICK skills
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

## INVOLVEMENT OF PUPILS

The School promotes an ethos of good behaviour where pupils should treat each other with kindness and respect at all times, inside and outside of School, and online.

The ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, school council, form time, Personal, Social and Health Education (PSHE) and Learning for Life (Lfl) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

The School will ensure that all new pupils are briefed thoroughly on the Schools expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

## SCHOOL RULES

The School Rules are: be ready, be respectful, be safe. These three are designed to be succinct and thus memorable by all in our community while encouraging positive behaviour and providing a reference point for reflection. For example: Is your behaviour showing that you are ready to learn, is your behaviour safe and is your behaviour demonstrating respect?

Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School may support a pupil with an individual behaviour or pastoral support plan in order to meet their needs.

## PROMOTING GOOD BEHAVIOUR

The system in place for praise and rewards is outlined in [Appendix 1](#) for EYFS, [Appendix 2](#) for Pre and [Appendix 3](#) for Prep pupils.

The School also selects Prefects in the senior years and they assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life. The School's roles and responsibilities of the seniors document provides further information on the selection and role of School Prefects.

## SANCTIONS

Behaviour categories, sanctions and how these are applied are also outlined in the respective appendices mentioned above.

Sanctions should follow clear pathways in the way that they are applied in the following order:

Yellow Behaviour Pathway	Orange Behaviour Pathway	Red Behaviour Pathway
<ol style="list-style-type: none"> <li>1. Verbal/visual reminder</li> <li>2. Warning</li> <li>3. Time-In/Out/Calming Time</li> <li>4. Follow up/Restorative conversation</li> <li>5. Recorded on class record</li> </ol>	<ol style="list-style-type: none"> <li>1. Sanction and Time-In/Out/Calming time.</li> <li>2. Follow up/Restorative conversation</li> <li>3. Parents may be contacted</li> <li>4. Recorded on MyConcern</li> </ol>	<ol style="list-style-type: none"> <li>1. Sent to SLT/DH/HT</li> <li>2. Immediate internal suspension and Time-In/Out/Calming time</li> <li>3. Parents contacted for a meeting. Meeting takes place</li> <li>4. Potential suspension/exclusion</li> <li>5. Follow up/Restorative Conversation</li> <li>6. Recorded on MyConcern</li> </ol>
<p>Staff are entitled, using their professional judgement, to request a senior member or additional member of staff is part of the Follow up/Restorative conversation.</p>		

When applying sanctions staff must:

- Make it clear that unacceptable behaviour affects the rights of others and is an offence against the school community.
- Not apply sanctions to a whole group for the activities of individuals.
- Be consistently across all areas of the school and departments to help to ensure that children and staff feel supported and secure
- Sanctions must always be in proportion to the offence as outlined in Appendix 2 and 3
- Make very clear that it is the behaviour that is unacceptable, and that any sanction is addressing this, not be made personal to the child.

Appendix 4 outlines the St Francis Visual Behaviour Response System. This is displayed in all classrooms and is a 'child friendly' document designed to make clear to all stakeholders the system of rewards and sanctions, as well as how these are applied and how we 'categorise' certain types of behaviour.

## LANGUAGE AROUND BEHAVIOUR

At St Francis we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. All members of our community should endeavour to remain neutral and calm at all times when discussing behaviour. With regards to our pupils, when staff follow a pathway that may or has led to a sanction, it is important that behaviour for learning/restorative conversations take place and whenever possible are led by the teacher involved in any incident.

Conversations for learning about behaviour are proactive, establishing the behaviour expectations and values agreed within the school community. They develop the knowledge and skills necessary to uphold

the behaviour expectations and how to address them when they are not upheld. For pupils, these should take place during time in or out of the classroom and should be based on principles and processes that emphasise the importance of positive relationships as central to building community and repairing relationships when harm has occurred.

Conversations for learning about behaviour:

- Address, promote and discuss the values and needs of the school community
- Build healthy relationships within the community
- Reduce, prevent and improve harmful behaviour
- Repair harm and restore positive relationships
- Resolve conflict
- Hold groups and individuals to account

Through conversations for learning about behaviour, members of the school community will:

- have an opportunity to be heard
- understand the greater impact of one's actions
- learn to take responsibility
- repair the harm one's actions may have caused
- recognise one's role in maintaining a safe school environment
- build upon and expand on personal relationships in the school community
- recognize one's role as a positive contributing member of the school community.

The underlying premise of these conversations is that people are happier, more cooperative, more productive and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them.

Conversation for learning about behaviour is a restorative approach:

<b>Authoritarian Approaches</b>	<b>Restorative Approaches</b>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and Problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<b><i>And as a result</i></b>	<b><i>And as a result</i></b>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability=being punished	Accountability = taking responsibility and putting things right

Serious misbehaviour fixed term and permanent exclusions

At St Francis we believe that children have the right to learn. If a pupil seriously breaches the school's behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupils or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion,

the pupil and parents must meet the Headteacher, or Deputy to discuss the pupil's reintegration into school.

All parents and pupils should be aware of the more serious sanctions, including suspension, fixed term and permanent exclusions, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings. The School may be forced to exclude a pupil, or to require them to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined. The School takes its responsibilities for safeguarding extremely seriously.

All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection which includes how to report low level concerns.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the Schools Child Protection and Safeguarding Policy as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

### Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Child Protection and Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

### MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and: taking part in any activity organised by the School, or related to the School; travelling to and from school; wearing school uniform; or in some other way identifiable as a pupil of the School. This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's [Discipline, Exclusions and Required Removal Policy].

## USE OF REASONABLE FORCE

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised to always use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Headmaster immediately after s/he has needed to restrain a pupil physically.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School. Senior leaders will monitor the use of restraint and take

appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Headmaster will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

## SEARCHING

The School reserves the right to search pupils and their possessions. It will balance the right to privacy with the need for the School to search a pupil's possessions with consent, where there is a strong reason to do so. The Headmaster, or a member of staff authorised by the Headmaster, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches. Only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to empty their pockets and to disclose anything that they should not have in school.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Child Protection and Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Headmaster (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

## CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence. Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil. Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

### Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data

from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then sanction the pupil in accordance with this policy where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School’s Child Protection and Safeguarding Policy.

## COMPLAINTS

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School’s Parental Complaints Procedure, which applies equally in the EYFS setting, is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Parental Complaints Procedure on request.

## MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil’s PSHE/RSE/LfL lessons, or amending this policy.

### Behaviour Incidents Threshold

Recorded Behaviour Incidents in My Concern Per Child	Pastoral concern	Yellow Behaviour	Orange Behaviour	Red Behaviour
Per half term	2< pastoral support required	3< behaviour support required	2< behaviour support required	1< behaviour support required
Per full term	3< pastoral support required	4< behaviour support required	3< behaviour support required	1< behaviour support required

- All behaviour should be initially recorded using the Behaviour Reporting Form - a link is available on the Daily Bulletin
- All Red and Orange behaviours must be recorded on MyConcern in addition to any Yellow behaviour incidents that reach stage 3.
- During their weekly Pastoral meetings, any behaviour or pastoral concerns/incidents regarding individual pupils are to be shared with the group by the class teacher.
- These will be recorded in the minutes and subsequently shared by the Deputy Head Pastoral for monitoring and discussion. Certain behaviour and pastoral incidents may need to be recorded on MyConcern in line with this policy. In this case, behaviour incident thresholds apply to ensure that any child, whose name is being regularly recorded on MyConcern has had access to appropriate and timely support or intervention for the pastoral or behavioural challenges they have been experiencing.
- Once a child passes the threshold, the DSL and class teacher must meet to discuss and plan any possible and appropriate support or intervention.

- A record of any actions taken must be added to MyConcern.

This policy is reviewed and updated at least annually by the Deputy Head (Pastoral) in conjunction with the Head of Pre-Prep; the EYFS Coordinator; the Nursery Manager.

This policy is approved by the Headmaster.

<b>Compiled by:</b> <i>Compiled by Jonty Butler February 2023</i>		<b>Approval required by Governing Body</b>		<b>Review Responsibility lies with (Role)</b>	<b>Next Review due:</b>
<b>Reviewed by:</b>	<b>Date Reviewed:</b>	<b>Approved by:</b>	<b>Date Approved:</b>		
JNB, DL	September 2024	DL	September 2024	Deputy Head (Pastoral)	September 2025
JNB	September 2025	DL	September 2025	Deputy Head (Pastoral)	September 2026

## Appendix 1

### 1 Behaviour and Rewards in EYFS (Reception)

To be read in conjunction with EYFS (reception) Promoting Positive Behaviour Policy EYFS19

 **EYFS19 Promoting Positive Behaviour Policy.docx.pdf**

- a. The St Francis EYFS (Reception) policy for behaviour management states:  
We monitor children's behaviour through observations and daily professional dialogue. Our named person responsible for behaviour management issues (Mrs Rachel Ashman, EYFS Co-ordinator) takes responsibility for this and for providing guidance for EYFS (Reception) staff.
- We have high expectations for children's manners and behaviour.
  - We have a positive behaviour management ethos. We try to find children doing the right thing and praise them, rather than focusing on those displaying negative behaviour.
  - The St Francis values are the heart of our ethos.
  - We are specific in our praise and always name the positive thing which a child is doing, often linking the behaviour to the St Francis CLICK skills.
  - We have zero tolerance of people being unkind or hurting others in any way.
  - We encourage our parents to work in partnership with us and to have the same expectations.
  - We will model appropriate phrases and language and teach children to understand what is acceptable behaviour through activities that promote our values.
- b. **EYFS (Reception) Rewards**  
As a staff, we ensure that rewards are given for both academic and pastoral achievements. We have a number of specific rewards but are mindful that different children respond to different rewards, so we will introduce new styles of award as and when appropriate.
- c. Signals of approval and praise are required for all members of the community to feel valued. As such, verbal praise is the most important key to success.
- d. Other examples of the Rewards given in our EYFS (Reception) can include:
- Form Captains (changed on a weekly basis);
  - Commendations (awarded weekly in Praise Assembly);
  - Stickers/Reward Charts (to praise both academic and pastoral achievements);
  - CLICK points to celebrate Collaboration, Leadership, Independence, Challenge and Kindness;
  - End of term Certificates awarded by the Reception Teaching Staff and presented by the Headmaster for Reception children to celebrate an area of consistent success during the term;
  - CLICK prizes are awarded at the end of the academic year on Speech Day;
  - Prompt and informative marking of all written tasks, allowing for effort and attainment to be recognized regularly and formally.
  - Weekly 'Privilege Time' on Wednesday afternoons with Years 1&2 (see Pre-Prep Rewards section below for more detail).

## **EYFS (Reception) Sanctions**

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

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

- Visual signs (e.g. happy and sad faces) to help children understand when their behaviour has not been in support of the St Francis CLICK skills and/or has not been Ready, Respectful or Safe.
- When pointing out poor behaviour, our staff are consistent in naming the behaviour and never the child (e.g. 'that was an unkind thing to do' rather than 'you are an unkind girl').
- The reasons why behaviour is viewed as poor are always explained to the child and clearly linked to the CLICK skills/values of Ready, Respectful, Safe.
- For children whose behaviour is negatively affecting an activity, they are withdrawn from it, following two warnings, for an appropriate time (one minute Thinking Time for each year of the child's life) and told why. This provides the child with Thinking Time to sit still and consider their behaviour. Once the child has had their Thinking Time, they are asked "What happened?" and "What can you do to make things better?"
- Refocusing the child's attention on a different activity.

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

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

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

Our named person responsible for behaviour management issues (Mrs Rachel Ashman, EYFS Coordinator) will ensure that:

- a) Corporal punishment will not be given to any child by any person working on the premises, who cares for or who is in regular contact with EYFS (Reception) children;
- b) No-one shall threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being;
- c) Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious

damage to property, or in what would reasonably be regarded as exceptional circumstances;

d) Any occasion where physical intervention is used to manage children's behaviour will be recorded on an EYFS (Reception) Incident Form and parents informed about it on the same day.

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

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## **Appendix 2**

### **2. Behaviour and Rewards in Pre Prep**

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

We have high expectations for children's manners and behaviour.

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

#### **2.2 Pre Prep Rewards**

In Pre Prep, rewards reinforce our behavioural expectations and positive behaviour. We are constantly reinforcing the St Francis Framework guidelines, through LfL and RS lessons and also informally, praising those children who are following the framework. As with EYFS, we ensure that rewards are given for both academic and pastoral achievements. We have a number of specific rewards but are mindful that different children respond to different rewards, so we will introduce new styles of award as and when appropriate.

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

- CLICK Points – children are awarded CLICK Points for academic attainment or effort, to reward positive behaviour and to encourage teamwork. Points are recorded on the Class Dojo platform and contribute to termly House Competitions.
- Stickers – Younger children may be awarded stickers as a tangible reward for good work or positive behaviour.
- Commendation Cards – these are awarded weekly in class for special work or particularly positive behaviour. At least one card is awarded in each class per week and it is hoped that each child is awarded at least one commendation card per term
- End of term certificates awarded by the class teacher and presented by the Headteacher to celebrate an area of consistent success
- Form Captains and Year 2 Playground Captains (changed on a weekly basis). The chosen children work hard to be role models within Haybrook.
- CLICK prizes are awarded at the end of the academic year on Speech Day; a short explanation is also provided for parents and guests, detailing reasons the award was given.

### Privilege time

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

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

### 2.3 Pre Prep Sanctions

In the day to day life of the Pre Prep child, displays of poor behaviour are dealt with immediately by the appropriate staff.

Sanctions used in the Pre Prep continue as within EYFS:

- Visual signs (e.g. happy and sad faces) to help children understand when their behaviour has not been in support of the St Francis Framework.
- When pointing out poor behaviour, our staff are consistent in naming the behaviour and never the child (e.g. 'that was an unkind thing to do' rather than 'you are an unkind girl').
- The reasons why behaviour is viewed as poor are always explained to the child and clearly linked to the St Francis Framework.
- For children whose behaviour is negatively affecting an activity, they are withdrawn from it, following two warnings, for an appropriate time and told why. This provides the child with Thinking Time to sit still and consider their behaviour. Once the child has had their Thinking Time, they are asked "What happened?" and "What can you do to make things better?"
- Refocusing the child's attention on a different activity.

- Time is also taken off playtimes if children are behaving unacceptably in the playground. A warning is always given, allowing the child time to modify their behaviour.
- 2.3.1 The focus is always on positive behaviour reinforcement and on assisting the children to make the right choices about their behaviour
- 2.3.2 We always stress that children start each day afresh and do not “carry over” negative feelings to the next school day, encouraging opportunities for those children to demonstrate the positive behaviour we are looking for.

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### **Appendix 3**






#### **3 Behaviour and Rewards in the Prep School (Years 3-8)**

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

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

##### **3.1 Academic Rewards**

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

				
<b>Collaboration</b>	<b>Leadership</b>	<b>Independent</b>	<b>Challenging</b>	<b>Kindness</b>

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

CLICK Points are recorded on the Class Dojo platform

CLICK awards are given out at the end of term.

b) Headmaster's Commendation Awards

Pupils may be recommended for a Headmaster's Commendation Award for an outcome which is exceptional for the individual.

c) Teacher Commendations

Teacher commendations are given weekly by teachers to pupils who achieve success in a particular area of the St Francis Learning programme of learner skills

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

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

### 3.2 Behaviour

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

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

### 3.3 Sports

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

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

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

### 3.4 Prizes

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

### 3.5 Sanctions

On occasions, the use of sanctions is necessary to remind pupils of the behaviour that is expected of them, and to help them to understand that there are consequences to their actions. When used effectively, sanctions should help promote good behaviour, and






ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- 3.6 The sanctions outlined in this policy work in conjunction with the Unkindness and Bullying Procedures outlined in the school's Anti-Bullying Policy. The sanctions are made clear in the on page behaviour categories document.
- 3.7 It is recognised that it is the duty of a school to make reasonable adjustments to the application of the behaviour policy to respond to pupils with special educational needs.
- 3.8 Target/Focus Cards  
Target/Focus Cards may be used to monitor the behaviour/work of pupils and to set realistic goals for them to achieve. Parents will be informed and the school will work in partnership with them and the pupil to rectify the situation.
- 3.9 Further Sanctions
  - a) In exceptional cases, and if a pupil is disrupting the learning of others, the pupil may be removed from a class and sent to the Deputy Head/Head. Parents will be invited to discuss such events with the Deputy Head, to seek a successful conclusion.
  - b) In rare circumstances, there will be suspension of a particular pupil.
  - c) Where all previous strategies have failed to succeed, or if the welfare of the pupils is put at risk, the Headmaster will review the pupil's future place in the school.
- 3.10 The Deputy Head will keep details of sanctions on the behaviour reporting system. For serious sanctions, they will be kept on Myconcern.
- 3.11 Corporal punishment is illegal and is never used at St. Francis School, including in EYFS.

## Appendix 4 - Visual Behaviour Response System

[https://docs.google.com/document/d/1HGfIY8Xm\\_dN-GBTrf-UgLNmK0g2YdyfbNto4ab2Bqal/edit?tab=t.0](https://docs.google.com/document/d/1HGfIY8Xm_dN-GBTrf-UgLNmK0g2YdyfbNto4ab2Bqal/edit?tab=t.0)

What will an adult see?				
<p>You have been exceptional! 😊</p> <p>You used our CLICK Skills to enhance your learning and/or behaviour.</p> <p>You have demonstrated our values in an exceptional way</p>	<p>You are using or demonstrating one of our CLICK Learner Skills or our school values</p> <p style="text-align: center;"><b>C L I C K</b></p> <p style="text-align: center;"><b>School Values</b></p>	<p>Your behaviour choice is not following our rules or values <i>Ready, Respectful, Safe</i></p> <p>Your behaviour choices are affecting others or your learning.</p> <p>You have been impolite, unhelpful or unkind towards others.</p>	<p>You have continually chosen not to follow our rules or values.</p> <p>Your behaviour choice has hurt or upset people.</p> <p>Your behaviour has prevented other children from being able to learn or an adult from being able to teach.</p>	<p>You have chosen to ignore adults trying to support you.</p> <p>Your behaviour choice has deliberately hurt or upset people.</p> <p>You have deliberately damaged school property or put yourself or others at risk of harm.</p>

<p>Purple</p> 	<p>Green</p> 	<p>Yellow</p>  <p style="text-align: center;"><i>Low Level</i></p>	<p>Orange</p>  <p style="text-align: center;"><i>Medium Level</i></p>	<p>Red</p>  <p style="text-align: center;"><i>High/Extreme Level</i></p>
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Example reward or consequence				
<p>You will receive a note, message or letter home.</p> <p>You will visit a school leader to share your success</p> <p>You will receive 3 CLICK Points.</p>	<p>An adult will praise you 😊</p> <p>You may earn a CLICK Point</p> <p>You may receive a sticker.</p> <p>You may receive a message home.</p>	<ol style="list-style-type: none"> <li>1. You will be given a verbal/visual reminder</li> <li>2. You will be given a warning. You have a choice to STOP</li> <li>3. Time In/Out You may lose 5 minutes of break/lunch/other time to discuss your behaviour</li> <li>4. Your behaviour will be reported to your teacher</li> </ol>	<p>Time In/Out - You will lose some of your break/lunch/other time to discuss your behaviour</p> <p>You may be sent to another adult.</p> <p>Your behaviour will be reported to a school leader</p> <p>Your parents may be contacted.</p> <p>For consistent misbehaviour you may need to meet with your parents and teacher to discuss your behaviour. You may need to work with other adults to get extra support for your</p>	<p>You will be escorted to a school leader.</p> <p>You will work in isolation</p> <p>Your parent/s will need to meet with a teacher to talk about your behaviour</p> <p>You may be suspended from class.</p> <p>You may need to work with other behaviour in school and/or at home.</p>

## Appendix 5 - Behaviour categories

<https://docs.google.com/document/d/1X-tX2P1I2K4n1SRoppzGOALWab6-gvkbaYaUfq3Shk/edit?tab=t.0>

### Appendix 5 - School Behaviour Categories and Pathways at St Francis

These behaviour categories and pathways are intended to provide guidance about behaviour, appropriate pathways, sanctions and recording. They are colour coded as a visual reminder

	Low Level Behaviour	Medium Level Behaviour	High Level Behaviour	Higher Level Behaviour	Extreme Level – which may lead to exclusion
<b>Behaviour categories</b>	Avoidance tactics (not starting promptly, wandering around the classroom, persistent toilet breaks etc.)	Misuse of classroom equipment (e.g. scissors)	Inappropriate physical contact	Unprovoked abusive behaviour (physical or verbal e.g. punching, racism, (Child on child)	Repeated high/er level behaviour
	Running when unsafe such as class/dining hall or corridor Walking on the wrong side of a corridor/staircase Littering - including cutlery, cups or plates Pushing in queues or line skipping	Disrupting/unhelpful/unkind behaviour in school or via online and social media	Arguing with an adult or defiant behaviour	Repeated and persistent threatening, intimidating or harming behaviour	Bullying (repeated and persistent threatening, intimidating or harming behaviour)
	Distracting others – including imitating noises, fidgeting or encroaching upon personal space.	Consistently displaying low level behaviour	Obscene language or gestures	Refusal to follow instructions - placing adults or pupil/s at risk	Malicious accusations against staff or pupils
	Impolite behaviour (belching, nose picking, poor body language, swinging on chair etc) Missing, or interfering with others, equipment/kit or uniform, Untidiness including uniform	Name calling, teasing, provoking or manipulating others Lying	Abusive behaviour (physical, verbal, emotional) Deception/Repeated lying	Inappropriate use of the internet or social media as per policy Theft	Inappropriate physical relationships Possession/supply of weapons, alcohol or drugs
	Eating during learning time, on the field or eating items not permitted by school	Inappropriate physical contact - pushing, poking, prodding others	Academic dishonesty	Vandalism	Leaving school premises without permission/informing an adult
	Calling out, shouting or talking while an adult is talking	Briefly leaving the classroom without permission	Leaving adult supervision without permission - e.g. care club	Smoking/Drinking	
	Lateness - into school/class/lesson - or with homework	Misuse of toilet facilities			
	Misuse of any device (e.g. using outside of lessons, using games at incorrect times – as per policy)	Defacing school property			
	Wasting resources	Unsocioable behaviour at break times			
	Unsupervised access around school (e.g. lifts, early arrival)				
					
<b>Teacher response/sanctions</b>	<p><b>Yellow Pathway:</b></p> <ol style="list-style-type: none"> <li>Verbal reminder – Ready, Respectful, Safe</li> <li>Verbal warning - and moved apart from peers or to elsewhere if possible</li> <li>Pupil restorative practice - pupil loses 5 minutes of break/lunch time/more appropriate time same day to discuss impact of behaviour</li> <li>Inform class teacher if required</li> <li>Teacher record incident on <a href="#">class behaviour form</a></li> </ol> <p>Consistent, prolonged misbehaviour:</p> <ul style="list-style-type: none"> <li>3&lt; offences recorded in one half term = meeting with parents and possible behaviour/pastoral intervention</li> <li>4&lt; in one full term - as above</li> </ul>	<p><b>Orange Pathway:</b></p> <ol style="list-style-type: none"> <li>Pupil 'calming time' if required - moved elsewhere if possible</li> <li>Pupil restorative practice - pupil loses 5 minutes of break/lunch time/more appropriate time same day to discuss impact of behaviour</li> <li>Inform the form/class teacher</li> <li>Teacher record incident on <a href="#">class behaviour form</a></li> <li>Parent/s may be contacted by Form teacher</li> <li>If so, record of parent contact completed - Engage</li> </ol> <p>Consistent, prolonged misbehaviour:</p> <ul style="list-style-type: none"> <li>2&lt; offences recorded in one term = meeting with parents and possible behaviour/pastoral intervention</li> <li>3&lt; in one full term - as above</li> </ul>	<p><b>Red Pathways:</b></p> <ol style="list-style-type: none"> <li>Pupil immediately escorted to member of SLT if possible</li> <li>Immediate internal suspension from class - 'calming time'</li> <li>Restorative practice with appropriate staff as yellow/orange. Internal suspension</li> <li>Parent/s contacted by class teacher or SLT to meet with teacher/SLT to discuss behaviour</li> <li>Possible external suspension</li> <li>Recorded on <a href="#">class behaviour form</a> (Teacher/SLT)</li> <li>Possibly recorded on Myconcern</li> <li>Record of parent contact completed - Engage</li> </ol>	<p><b>Extreme Red Pathways:</b></p> <ol style="list-style-type: none"> <li>Pupil immediately escorted to member of SLT if possible</li> <li>Immediate internal suspension from class - 'calming time'</li> <li>Restorative practice as 'red pathway'</li> <li>Recorded on <a href="#">class behaviour form</a> (Teacher/SLT)</li> <li>Possibly recorded on Myconcern</li> <li>Parental meeting with SLT</li> <li>Possible exclusion</li> <li>Record of parent contact completed - Engage</li> </ol>	