



*St Francis Church of England Voluntary Aided Primary School*

## Behaviour for Learning Policy

Policy drawn up by the Full Governing Body.

Date adopted: October 2004

Reviewed: January 2006

Reviewed: Summer 2008

Reviewed: Spring 2009

Reviewed: Autumn 2011

Reviewed: Summer 2015

Reviewed: October 2017

Reviewed: October 2018

Next review: October 2019

**St Francis Church of England Primary School**

# Behaviour for Learning Policy

## Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:

'...all children are a gift from God. That they are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.'

Central to this aim is the expectation that the children of St Francis Primary School will display high standards of behaviour, and treat other people, as they would wish to be treated themselves, in accordance with our main school rule.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard working pupils who enjoy school and have a high self-esteem and go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- Teachers building positive relationships with children and their families;
- being genuinely interested and concerned for the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child's self image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.
- Recognition that behaviours and attitudes can change

Our main school rule is that:

'Everyone will act with courtesy and consideration to others at all times'

This rule is displayed in each classroom with an explanation to our children as to what it means to them on a day-to-day basis (see appendix).

Members of staff regularly refer to this rule as part of our collective worship and P.S.H.E programme.

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school. An example of this is in the way we move around the school. We encourage children to walk quietly around the school and to open the doors to visitors, adults, as well as to each other. Children are also expected to come into our times of collective worship in the School Hall silently.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

### **Rewards and sanctions**

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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

Teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback;
- Written feedback following a piece of work;
- Displaying work throughout the school.
- Children may be asked to show their work to another class teacher or to a curriculum Co-ordinator
  - or to the Headteacher, to celebrate achievements;
- Children receive house points via silver and gold tokens, reward post-cards/certificates or reward stickers or

stars;

- At our Celebration assembly, members of classes across the school are awarded pupil of the week certificates and their names are recorded in our School Golden Book (and also in our school newsletter),
- All classes have an opportunity to participate in sharing assemblies where they are able to show examples of their best work to other children, and at least annually to parents;
- Each class will invite their families into school throughout the year to share the children's work and topics in a variety of ways to celebrate their achievements.
- On a Friday afternoon children (where appropriate to their age) have 'Golden Time' during which they are given an opportunity to select from a variety of planned activities. This is a reward for their good work;
- Giving children opportunities to succeed through responsibility, such as being members of our school council, library monitors, playleaders, mini teaching assistants, class monitors and other roles however seemingly small;
- Younger classes being given the opportunity to take a special St Francis teddy bear home for the evening or weekend;
- An item in the weekly staff meeting to decide on pupils to be awarded certificates as 'Citizen of the Week', 'Playground Stars' and for respecting that term's value, which are then announced, along with the reasons, in the Celebration assembly.
- The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- We expect that all children will be free from threats, physical or verbal
- If a child is disruptive\* (see appendix) in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others or the child may have to miss some of their break or lunch time.
- Children may lose some of their 'Golden Time'
- Children may miss some of their break-time.

We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in the class teacher's record book. Poor or challenging behaviour is not a Special Education Need in itself. However, the

result of other underlying difficulties or issues, which need exploring, understanding and supporting can have an impact on behaviour that then affects learning. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the SEN Coordinator and targets are set as part of an individual education plan on the Special Needs Code of Practice.

Some SEN diagnoses, for example ADHD, may result in a pupil behaving inappropriately and it is the responsibility of staff to make reasonable adjustments according to need. These would be addressed by individual plans.

Following discussions with our Key Stage 2 children and requests to make our approach even clearer, we have put our sanctions into a series of steps so that children are clear about boundaries. A poster is available in each classroom that outlines these steps. See also the appendices to this policy.

At the beginning of the school year, the class teacher works with their new class to create class rules based upon the rules outlined in this policy. Our school main school rule is a regular theme in our collective worship programme and circle time. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during 'circle time', which is timetabled at least once a week.

Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our anti-bullying policy outlines our approach.

### **Break times**

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour (see Our Lunchtime Play Policy). Our staff, in their lunchtime role, are encouraged to join in and play games with the children in order to promote a playful atmosphere.

## **Circle time**

Circle time is held at least once a week in each classroom. Sessions last between 15 to 30 minutes with children sitting in a circle participating in games and dealing with more serious issues with the aim of problem solving. These class times provide opportunities for cooperative learning, teaching children the value of diversity. Circle time supports the development of self-esteem and mutual appreciation on a one to one basis. It encourages the class to have a positive sense of itself as a whole and the individuals within it.

## **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time. See appendix

## **Teaching assistants**

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied. Where they lead groups they refer to class rules and guidelines. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the assistant will refer to the class teacher either directly during the lesson or through a communication book.

## **The role of the Headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts

of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **School Councillors**

Two children from each of our Key Stage 1 and 2 classes are nominated by their class peers, as school councillors. They have an opportunity to discuss issues that are important to the children they represent at least once every two weeks. Under the guidance of the class teacher and through monthly meetings with the headteacher, they may at times focus upon aspects related to our main school rule. Additionally, older pupils will be given responsibilities to support the school's behaviour management.

### **The role of parents**

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects.

We explain the school rules in the Home School Agreement, which is re-signed annually, and we expect parents to read these and support them.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods up to the statutory amount. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher record classroom incidents in their assessment records, action taken is also recorded. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give either verbal feedback to the class teacher or written details of any concerning incidents to the relevant staff.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

# Behaviour for Learning Policy

## Appendices:

1. Behaviour Steps
2. Main school rules
3. Learning Toolkit 1 – FS
4. Learning Toolkit 2 – KS1 and 2
5. Disruptive behaviour
6. Mistakes
7. Behaviour for learning in the classroom
8. Behaviour for learning in the playground
9. Behaviour for learning beyond the school gate
10. Report card template (with and without HT signature)
11. Postcard home template
12. Behaviour sanction steps classroom poster

## **Behaviour Steps**

These are the steps that will be followed for repeated behaviours; however, the level of intervention should be proportionate to the behaviour e.g. a physical fight would automatically move the sanction to Step 4.

### **Step 1**

In class, strategies such as these below will be followed, appropriate to the behaviours exhibited:

Planned ignoring

Non-verbal signals

Identifying and praising excellent behaviour in others

Verbal reminders of school and class rules and then re-engagement with the learning

Reprimand/discussion

Through private discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others

They may need to write an account of what happened

Dependent on the year group, visual prompts may be appropriate (eg name moved onto a class poster)

They may need to apologise, either verbally or in writing.

They may need to make a new agreement as to what they will do in future.

Moving child within the classroom/ Be separated from others for a specific period

Completion of any work in a separate area

Have their position in class changed to prevent recurrence and remove temptation.

Missing Golden Time or removal of privileges

Lose their break time, this must be supervised,

Doing jobs in their own time,

### **Step 2**

The child is moved to another class (as agreed and specified) and their name is recorded by the teacher.

### **Step 3**

Upon a second move to a classroom (and their name being written recorded by the teacher for a second time), parents will be informed by the class teacher, an oral target agreed and review period set. Other adults who interact with the child in the class will be informed.

### **Step 4**

If little progress is being made to improve the behavior identified as targets within the time frame agreed, or if additional serious misbehaviors of concern occur, the child will be sent to the Headteacher. At this point, the SENCO will also be consulted.

**Step 5**

Should serious misbehaviours continue a behaviour plan/chart (report card for a fixed period) will be written and targets set; the parents and the child will be consulted. The Headteacher will be involved at this stage. Additional appropriate adults within the school will support and monitor behavior. Guidance may be sought from other agencies and the SENCO who might provide support for the child. A meeting of all interested parties will be held and minutes of the meeting agreed.

## Main School Rules



The one rule for all of us to help everyone learn

*Everyone will act with courtesy and consideration to others at all times.*

We will treat others and their belongings with respect.

We will be kind to each other in every way possible.

We will have kind hands and feet.

We always speak politely to everyone.

*We don't use bad language.*

*We say 'please' and 'thank you' and 'excuse me'.*

In class we make it as easy as possible for everyone to learn and enjoy school.

*This means listening carefully,  
following instructions,  
helping each other and  
being sensible at all times.*

We move gently and quietly around the school.

*This means never running, pushing or shouting,  
being ready to help by opening doors,  
standing back to let people pass and  
helping to carry things.*

We are quiet whenever we are required to be.

We keep school clean and tidy so that it is a welcoming place of which we can be proud.

*This means putting all litter in bins,  
keeping walls and furniture clean and unmarked  
taking care of people's work and belongings and  
wiping your feet before coming into school.*

We take care of our wildlife, trees and gardens.

# Learning Toolkit 1

## Playing and Exploring

- I like finding out and exploring – I'm curious about things, I use my senses to explore the world, I have particular interests and engage in open ended activities
- I play with what I know – I pretend objects are other things, re-enact my experiences in play and with others, I take on different roles in my play
- I am willing to have a go – I initiate activities, seek a challenge, have a 'can do' attitude, I take risks and learn

## Active learning

- I am involved and concentrate – I maintain focus on my activity, I am energetic and interested, I am not easily distracted and pay attention to details
- I keep on trying – I show persistence when challenged, I 'bounce back' after difficulties, I believe a new approach might work
- I enjoy achieving my goals – I show satisfaction and am proud of my results, I like to meet a challenge for its own sake not

## Creating and thinking critically

- I have my own ideas – I think of ideas and find ways to solve problems, I find new ways to do things
- I make links – I notice patterns in my experiences, I make predictions and test my ideas
- I can choose ways to do things – I plan, make decisions about how to approach a task, I reflect on how things are going and may change strategy

## Learning Toolkit 2

### Curious

- Do you ask questions?
- Are you enthusiastic to follow a 'big' question?

### Participate

- Do you take part when you learn in a group?
- Do you put your hand up?
- Do you take part in all lessons?

### Empathy

- Can you put yourself in another person's shoes?
- Do you take into account other people's feelings?

### Leadership

- Do you ever lead an activity?
- Do you ever take charge in group work?

### Resilience

- Do you keep working even if the work is tough?
- Are you determined to achieve even if the learning is tricky?

### Risk

- Do you ask questions of the teacher or of other children?
- Do you have a go even if you are nervous?

### Open-minded

- Do you take on board other people's ideas?
- Do you think 'big'?

## Disruptive Behaviour

### May include:

#### IN Class

- Calling out inappropriately
- Calling out without putting hand up
- Talking to another child while another member of the class or the teacher is speaking
- Talking or making noises when the whole class has been asked to work in silence
- Fiddling with resources which disturbs others' learning or the ability of others to concentrate
- Calling out across the classroom to another child on a different table
- Inappropriate responses to adults and other children e.g. answering back, swearing
- Moving around the classroom when the whole class has been asked to get on with a task
- Restricting the access of others to resources

#### Outside the Classroom

- Inappropriate language e.g. swearing
- Physical aggression
- Inappropriate responses to adults e.g. answering back
- Misuse of equipment
- Not following playground rules
- Not following adult instructions

## Mistakes

### honesty

- How did it happen?

### Responsibility

- Was it an accidental or a deliberate mistake?

### Better

- How can you make it better?

### Forgiving

- How can you do it better next time?

### Learning

- How can you ensure it does not happen again?

### Did you think before you spoke?

- Was it TRUE, HELPFUL, IMPORTANT, NECESSARY and KIND?

## Behaviour for Learning in the classroom

- Quality lessons
- Clear expectations of behaviour and accountability
- Orderly classroom
- Avoidance of raised voices and aggressive body language
- Constructive and positive comments
- Children are treated fairly
- The classroom code of behaviour is enforced consistently
- Children are encouraged to take responsibility for their own behaviour
- Consistent classroom procedures
- Clear explanations of Learning Objectives and expectations of work produced
- Progress monitored
- Work is marked
- Misbehaviour is handled so that the pace of learning is good
- Careful listening
- Discussions with parents are respectful, sympathetic, timely professional and based on trust and mutual respect
- Parents are informed about good work and positive behaviour
- Children are rewarded, including by verbal comments and smiles
- Order is restored quickly after any incident
- The teacher will discuss any concerns with the appropriate staff e.g. SENCO, external agencies

## Behaviour for Learning in the playground

- Everyone should have fun!
- Hands and feet to yourself
- THINK about what you say – is it true, helpful, important, necessary and kind?
- Include everyone
- Make sure your clothes are suitable for the weather e.g. waterproof coats, trousers worn in forest area
- Hats must be worn and sun cream applied during hot and sunny weather
- Everyone requires their own named bottle of water in school each day
- Play team games fairly
- Play safely in all areas of the playground
- Respect plants, trees and nature in all areas of the school
- After the bell has been rung, there is time to go to the toilet and to have a drink of water
- Tidy all play equipment away once the bell has been rung
- As soon as the first whistle is blown, stand still and listen carefully
- When the second whistles is heard, walk calmly and quickly back to your line or to your class

## Behaviour for Learning beyond the school gate

As per current statutory guidance, the Headteacher may decide to take action as necessary when behaviour is unacceptable outside school, such as:

- During a school related activity
- When travelling to or from school
- When the persons concerned are identifiable as St Francis pupils
- Where there are negative repercussions for learning or the functioning of the school
- Where the behaviours pose a threat to others, for example, cyber bullying
- Where the behaviours adversely affect the school's reputation

The Headteacher may also decide to contact the police or, where there is the potential of harm to a child, may take actions to ensure the safeguarding of individuals.

# *Saint Francis* **Our Behaviour for Learning Rules**



**We keep our school  
clean and tidy so  
that it is a welcoming  
place of which we  
can be proud.**

*This means putting all litter  
in bins,  
taking care of our wildlife,  
trees and gardens  
keeping walls and furniture  
clean and unmarked  
taking care of people's work  
and belongings and  
wiping your feet before  
coming into school.*



**We will be kind to each other  
in every  
way possible, including kind  
hands and feet.**



*Everyone will act with  
courtesy and  
consideration to others  
at all times.*

**In class we make it as easy as  
possible for everyone to learn  
and enjoy school, being quiet  
whenever it is required.**



*This means listening carefully,  
following instructions,  
helping each other and  
being sensible at all times.*



**We move gently and  
quietly around the  
school.**

*This means never running,  
pushing or shouting  
being ready to help  
by opening doors  
standing back to let people pass  
helping to carry things.*



**We will treat others  
and their belongings  
with respect.**



**We always speak politely to  
everyone.**

*We don't use bad language.  
We say 'please' and 'thank you' and  
'excuse me'.*



Week Commencing

Pupil comments:

Pupil signature:

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Head Teacher comments:

Head Teacher signature:

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Parent comments:

Parent signature:

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## Behaviour for Learning

Name

Class

Week Commencing

*'Everyone will act with courtesy and consideration to others at all times'*



Week Commencing

Pupil comments:

Pupil signature:

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Teacher comments:

Teacher signature:

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Parent comments:

Parent signature:

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## Behaviour for Learning

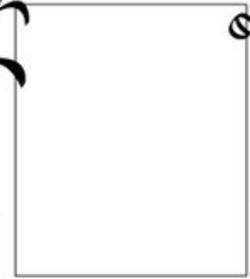
Name

Class

Week Commencing

*'Everyone will act with courtesy and consideration to others at all times'*

# PostCard



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*Saint Francis*

Where God's gifts begin their journey to gain, attain and grow...



## Behaviour for Learning

*Everyone will act with  
courtesy and  
consideration to others  
at all times.*

**Step 1**  
Reminder of the  
importance of  
school and class  
rules to help  
everyone learn.

**Step 2**  
Work in another  
classroom.  
Reasons  
recorded by  
teacher.

**Step 3**  
Work in another  
classroom  
again. Reasons  
recorded by  
teacher. Parents  
informed.

**Step 4**  
Involvement of  
other members  
of staff.  
Parents  
informed.

**Step 5**  
Sent to Senior  
Management.  
Parents informed.  
Targets set and  
report card used  
for fixed period.