



ST FRANCIS XAVIER

CATHOLIC PRIMARY SCHOOL

Behaviour Policy 2023-2024

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Policy review date	September 2024
Post holder responsible	Miss L. Marshall Principal
Director / LGB Chairperson	Ms Cullen



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour Policy has been approved and adopted by St Francis Xavier Catholic Primary School on 26th October 2023 and will be reviewed in September 2024

Signed by LGB representative for St Francis Xavier:

C.Cullen

Ms C. Cullen

Signed by Principal:

L.Marshall

Miss L. Marshall



All children have the right to a safe and secure environment. We begin from the Christian idea that all people are to be given respect and we wish to reflect Jesus' command, "Love one another as I have loved you." From this, there are three school rules:

'Jesus holds us in the palm of his hands'

Be Ready, Be Respectful, Be Safe.

All members of the school community are entitled to work and learn in an environment free from:

- Misbehaviour whether this is persistent, defiant or low-level disruption.
- Bullying, child on child abuse of any sort, assault, physical, racist, homophobic, sexist or verbal abuse.
- Unacceptable language.
- People carrying offensive weapons or illegal substances.
- People showing inappropriate materials, e.g. violent, age-inappropriate or sexual.
- Accidental or deliberate breaches of school rules.

As a community we are working together to provide a framework of expectations for appropriate behaviour and achievement through the use of our key rules to be the best that we can be.

We expect:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other.
- Parents to encourage their children to show that respect and support our school's authority to sanction our pupils.

At St. Francis Xavier Catholic Primary School, both 'learning' and 'conduct' behaviours are considered as vital for all pupils to succeed personally. Learning behaviours remind us how we learn best and help those around us to learn best. Conduct behaviours remind us how to respect the dignity of the human person (CST) and help us to understand the basis of rule of law (British Values).

What does this look like for pupils?

Learning Behaviors:

I take pride in doing my best work
I am resilient I make best use of my time
I am helpful I listen to advice
I challenge myself
I am an active learner, taking parts in all elements of learning

Conduct Behaviors:

I listen and respect others' opinions
I give my own opinion in a kind and thoughtful way
I treat others how I would like to be treated
I look out for those who might need help
I move safely around school
I am considerate of my own safety
I am considerate of the safety of others

Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times, regardless of race, sexuality, religion etc.
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To cooperate with children and adults in all aspects of school life.
6. To help formulate and comply with the classroom rules.
7. To move sensibly, politely and quietly in and around school.
8. To share in celebrating the achievements of all members of the school community.
9. To have a driven desire to apply the Catholic Social Teaching values along with the Jesuit values to contribute to a safe and happy environment.

Responsibilities of Staff

1. To create an atmosphere of high expectation, where children are encouraged to live in a culture of wanting to be the best they can be.
2. To fully comply with the school's policies and procedures.
3. To attend appropriate training.
4. To inform the Head Teacher of any concerns.
5. To treat all children fairly and with respect.
6. To raise children's self-esteem and develop their full potential by offering high quality learning experiences.
7. To maintain high expectations of pupil behaviour and learning.
8. To provide an interesting, relevant and challenging curriculum.
9. To create a safe, stimulating and pleasant environment for learning.
10. To use rules and sanctions clearly and consistently in line with this policy.
11. To be a good role model for behaviour, in both manners and in the teachings of the Catholic

faith.

12. To establish effective partnerships with outside agencies and parents so that children can see the key adults in their lives share a common aim.
13. To recognise each child as an individual and to consider the needs of each child.
14. To praise and reward appropriate behaviour and achievements.
15. To report any safeguarding concerns and/or incidents as log using Safeguard Software/Arbor (see **APPENDIX C** for Aide Memoire).
16. To maintain a consistent and corporate responsibility in following the behaviour policy and school procedures.

Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school.
5. To offer help and support with learning at home, including the completion of homework, which includes daily reading.
6. To encourage independence and self-discipline in their children.
7. To establish good communication with school staff and support the behaviour policy.
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
9. To work with school staff to address and review any behaviour issues with their children.
10. To adhere to GDPR/online safety policy by showing respectful behaviour at school events, respecting the privacy of children by not taking any videos or photographs.
11. To have regular discussions with teachers where appropriate to discuss incidents within school.

Involvement of External Agencies

Where pupils' needs cannot be fully met by using the resources available within the school, the services of outside agencies will be commissioned in order to address the needs. The SENDCO will take the lead on commissioning services, but class teachers and school leaders will also make referrals as required.

At St Francis Xavier we have worked together to develop simple guidelines about behaviour, sanctions, rewards and when necessary, sanctions to enable everyone to work and play successfully, safely and happily.

Rewarding good behaviour and achievements

- Positive praise and recognition
- Class Dojo
- Reward Stickers
- A message sent home

- Home-School rewards in Nursery and Reception
- Sent to a senior or a previous or future teacher for praise and recognition
- School awards and certificates
- Trophies awarded for achievements

Dealing with disruptive classroom behaviour

Children will not be sanctioned en masse. We believe that those who are being disruptive should be identified and sanctioned.

1. Non-verbal prompt / warning
2. Verbal warning – positive reinforcement of expectations
3. Second warning
4. If the behaviour continues children will be sent to the leadership office to be spoken to (they will be sent back to class as soon as possible and will return at break time/lunch time on that day or the next school day.) If it is deemed necessary and appropriate, children will complete their work with a member of SLT out of the classroom environment.

Adult sanctions

Children will never be deprived of a National Curriculum subject as a sanction.

- Being moved places in class
- Reduced playtime (age appropriate)
- Withdrawal of privileges or voluntary / optional activities
- Speaking with parents/carers (after being sent to the leadership office)

Following point 4 (above) the child may then:

- Miss playtime or lunchtimes sessions for between 1 – 5 days
- Have their parents contacted (after being sent to the leadership office)
- Be isolated from their class for between 1 – 5 days in school
- Be placed on a school behaviour report card to monitor behaviour and keep parents informed about improvements
- Receive a fixed term exclusion
- Receive a permanent exclusion

In addition, following point 4 the child may receive support to rectify their behaviour, including:

- Being placed on a behaviour diary
- Nurture group work with SENDCO or member of staff
- Referral to Reflexions MHST
- In class support
- Additional out of class support from SENDCO

Examples of unacceptable behaviour in school

- Any form of Racism, child on child abuse, homophobia or discrimination of any sort is totally contrary to the ethos of our school and our Christian community.
- Fighting- whether initiating or retaliating.
- Prejudice-based bullying- physical, verbal or online.
- Discriminatory bullying- physical, verbal or online.
- Cyberbullying- physical, verbal or online.
- Boisterous play- which causes harm to others.
- Stealing
- Offensive language
- Vandalism
- Disruptive classroom behaviour
- Disruptive playground behaviour
- Deliberate disobedience- insolence
- Endangering others in any way

Any form of child on child abuse:

At St Francis Xavier, we uphold a zero-tolerance to any form of abuse. We uphold a whole school approach to preventing or dealing with child on child abuse of any kind. Pupils who feel that they have been a victim to any form of unwanted behaviors can discuss this with a trusted adult in school. The adult will openly listen to the child and will give the child full attention, and ensure that they give the child reassurance that they have done the right thing by speaking to an adult. The incident will be written and record in the child's own words. Depending on the disclosure, the member of staff will discuss the disclosure with the relevant staff, including the SLT and the DSL/DDSL.

Minor incidents should be dealt with by the class teacher and / or other staff present at the time of the incident. Persistent or serious behaviour incidents (including bullying) must be recorded and passed on to the school's senior leadership team via Safeguard Software as an incident:

- A behaviour incident log will be completed using Arbor (site used to keep records of behaviour incidents)
- Parents/carers will be contacted
- Relevant school staff will work closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.
- Exclusions may follow if bad behaviour continues (see 'Exclusions' policy)

It is important that the child is supported to understand how their behaviour has impacted on others and the feelings that are involved. The child will be given the chance to change their behaviour and supported to do so.

List of prohibited items:

Stolen items
Illegal drugs
Knives/weapons
Alcohol
Tobacco
Vapes
Cigarette papers
Fireworks
Pornographic
images

Social Networking Sites or Apps (including sites/apps such as Instagram, Tik Tok, House Party, Facebook and Twitter):

(Please see our Online Safety policy for acceptable pupil use of social media sites.)

Staff, pupils and parents should not use social networking sites to slander the school or to air their concerns. The school should be made aware of any concerns you may have so that they can be addressed and dealt with in the spirit of cooperation and trust.

Any such incidents or slandering will be reported to and dealt with by the school's Academy Committee and legal action may follow.

The Power to Sanction beyond the School Gate:

The school has the power to sanction beyond the school gates in response to all non-criminal unacceptable behaviour and bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school (this includes online behaviour).

Where there are incidences outside of school, parents/carers and others may become involved. The school will always deal with the child's behaviour and not disputes of any sort between parents/carers or others. The same rule applies to when there are issues at school. Any difficulties parents/carers or others have with one another is not the responsibility of the adults involved and help for resolution for any such issue may need you to seek help from the police.

The school may sanction any child for bad behaviour when:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- Children are in some other way identifiable as a pupil at the school.
- It involves an incident with another pupil at the school.

The school may also sanction for misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Disciplinary action includes the right to use sanctions (as outlined in this policy) including the exclusion of pupils (see 'Exclusions' policy.)

- If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

Use of Reasonable Force

All school staff have a legal power to use reasonable force.

What is reasonable force?

This covers the broad range of actions that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

A 'no contact' policy is not appropriate as staff need to be able to fully support and protect pupils in their care. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Where there is no other option but to restrain as a last resort, there are MAPA (Management of Actual or Potential Aggression) trained staff in school to do so.

Examples of when can reasonable force be used

- To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event, trip or visit.

- To prevent a pupil leaving the classroom or an area where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or a fight in the playground.

Our school will not use force as a punishment under any circumstances.

The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

As a school we will always speak to parents about serious incidents involving the use of force and these incidents will be recorded.

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of this include:

- Holding the hand of the child at the front/back of the line when going to assembly / on a trip.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

Special Educational Needs and Disabilities

When a child is on the Special Educational Needs register for SEMH (Social Emotional Mental Health needs) procedures for dealing with that child may differ to that used for other children. An alternative procedure will be formed in agreement with the child, their parents and the relevant school staff.

Staff are trained in the use of de-escalation strategies, so this will be applied in any relevant situation. The procedure will be clearly explained to everyone who has contact with the child. This will include peers in their cohort, to enable them to support the individuals in need and treat them with the dignity and respect they deserve.

Safe behaviour in relation to illness

Recognition of effects of the pandemic that began in 2019 may also be taken into consideration when dealing with issues that arise in relation to it.

Allegations regarding staff / volunteers working in or on behalf of the school

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the guidance and procedures set out by Sandwell's Safeguarding Children's Board. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Principal/Head Teacher in a locked filing cabinet. In the event that an allegation is made against the Head Teacher the matter will be reported to the Chair of the Governing Body who will proceed as the Head Teacher.

Whilst we acknowledge such allegations (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Consequences for pupils who make false allegations about staff

False allegations will be considered to evaluate whether there was any malicious intent and the behaviour policy used to address malicious allegations. This may warrant an exclusion. A false allegation that did not have malicious intent will be dealt with through pastoral procedures and support, including working with parents.

