

St. Francesca Cabrini Primary School

Behaviour Policy



'Education of the Heart'

Respect-Love-Trust-Prayer-Excellence



St Francesca Cabrini Primary School

Behaviour Policy

The Governors and Staff of St Francesca Cabrini School believe that good behaviour and discipline in school are essential to successful teaching and learning.

Aims

- We aim to promote good behaviour and discipline in an environment where the gospel values are lived out in all aspects of the school life.
- We aim to create a happy, caring environment in which children develop self-confidence and independence and are encouraged to be kind and show respect for others, whilst working hard to reach their full potential.
- We aim to provide a calm, purposeful and respectful environment where children can develop and progress and remain secure and happy.
- We aim to promote responsible, considerate and sociable behaviour and encourage all members of the school community to show respect for themselves and for others.

Expectations of all staff

- We shall expect the whole St Francesca Cabrini Community to behave appropriately.
- We shall model high standards of behaviour.
- We shall create a positive climate with realistic expectations, promoting honesty and courtesy by example.
- We shall encourage relationships based on kindness, respect and understanding of the needs of others whilst ensuring fair treatment for all.
- We shall show appreciation for the efforts and contribution of each individual.
- We shall encourage all children from the earliest age to be aware of the fundamental rules of our school and we shall regularly revisit, explain and reaffirm them with our students throughout the school year.
- We shall deliver well planned and well prepared lessons which take account of the abilities of the children in our class.

School Rules

- We will show respect for ourselves and others.
- We will be polite and kind to each other.
- We will always try our best in our work.
- We will not prevent others from working.
- We will not hurt others.
- We will look after school property.
- We will walk quietly around the school.

Rewards

We at St Francesca Cabrini School believe that it is very important that the positive aspects of praise and reward should have great emphasis when managing behaviour. We believe that children respond better to systems which recognise their difficulties and strengths. We will acknowledge and recognise when children have done what has been asked of them.

1. Merit stickers for Reception and Key Stage 1 and House points for Key Stage 2 will be awarded for consistently good effort, high standard of work or behaviour appropriate to the individual pupil, or a special event or situation where recognisable and good attitude resulted in a wider benefit for the class or school. To encourage children to take pride in their House - the House System will be managed rigorously with regular meetings to promote and reinforce positive attitudes and behaviour. House achievements will be given high profile and House Captains will be given responsibility and be expected to display qualities of leadership and model good behaviour. There will be weekly House winners and half termly Cup winners.
2. For the Early Years and Key Stage 1 pupils, the final merit certificates when a child has achieved 10 merit stickers will be awarded and celebrated at Assembly and then sent home to be acknowledged by parents.
3. Commendations will be entered in children's exercise books and pieces of work acknowledging achievement of learning objectives, outstanding effort and quality of work (see Marking Policy).
4. Teachers and Support staff will recognise children's positive attitudes in class and in the playground and highlight individuals for a special mention at assemblies or a simple acknowledgement from the Headteacher or Deputy Headteacher.
5. Headteacher's Awards: The Headteacher will award special certificates, one per class weekly for recognition of a special achievement or consistent good behaviour and/or best effort in work. The Headteacher will visit each class weekly to present the certificate. The Class teacher will write down the name of the child to achieve the Headteacher's Award and the reason why in the

Headteacher's Award Book in the staff room by Friday evening. The names of the winners of the Headteacher's Awards will be listed in the weekly newsletter sent home to Parents.

6. Teacher's will display children's work with care and attention and will highlight for public display high quality pieces of work. Subject Leaders will initiate opportunities to enable talented individuals throughout the school to display their talents e.g. Writing , Poetry and Art competitions, other subject related events.
7. We shall look for and record the positive not just the negative aspects of a pupil's behaviour and will give praise and encouragement to pupils in lessons and around the school as much as possible.

If a child has difficulty settling to work in class or is disrupting the class, it is the Teacher's responsibility to examine why this is the case.

We aim to create a positive, supportive and secure working environment. We believe that well prepared, stimulating lessons which meet the range of needs of the pupils in each class generate good behaviour and earn respect.

Teachers will:-

- be punctual in supervision and beginning and ending lessons on time
- be well prepared for each lesson
- ensure lessons are appropriately differentiated and the needs of pupils with special educational needs taken into account
- keep pupils interested and motivated with good pace in all lessons
- extend and motivate all pupils in order that each individual achieve their fullest potential
- mark all work promptly and constructively in line with the School's Marking Policy
- set any homework or home reading as agreed in homework schedule for each year group
- encourage dialogue with children in the class so that children are reassured that they can come to the adult and he/she will look into their concerns or difficulties
- keep an attractive, clean and tidy room organised in line with the agreed Classroom Organisation Guidelines
- maintain interesting, challenging and well-presented wall displays appropriate to the age and ability of the pupils

Sanctions

1. Check work level

2. Check seating arrangement
3. Give a child a period of time away from others to consider their behaviour and attitude, firstly in a quiet area of your own class. If disruption continues then a child may be sent to a partner class for a 15 minute period (please note it is not expected that a child will be sent by a more senior teacher to a newly qualified teacher or a temporary/supply teacher). A record must be kept of such incidents with the date and a brief description of behaviour.
4. If after spending some time in a partner class disruption continues the class teacher must liaise with the Team leader and a child may then be sent to that class for a period of time. This period should not exceed 30 minutes. This must be viewed as a serious sanction by the teacher and child and must be recorded.
5. A class teacher may keep children in at break time or part of the lunch period but staff must be aware of Safeguarding Guidelines. A teacher should not keep one child in on their own but should have other children or a Teaching Assistant in attendance. This must be viewed as a serious sanction.
6. Discuss with the Special Educational Needs Coordinator, Pupil Development Centre Manager and Subject Leaders ways to address particular difficulties.
7. If after following the previous steps there is no improvement in behaviour, the parent should be contacted. Teachers should not telephone parents but can invite them in for a chat. Staff must avoid speaking to the same parents every day and repeating the same 'negative' comments. Talk privately to parents by inviting them in at the start or end of the day and take them inside to discuss things. (Ask yourself if the parent was not picking the child up each day would you be commenting so regularly on poor behaviour).
8. In incidents of swearing, use of inappropriate language, racist comments or name calling the teacher must note down the comment with the date and talk to the child or children. The 'victim' must receive an apology from the child who has used the language. If the behaviour is repeated the parents will be informed by letter (see attached sample). If it is repeated again the matter will be referred to the Deputy Headteacher.
9. In cases of violent behaviour, fighting and bullying the matter will be referred immediately to the Deputy Headteacher. Parents will be contacted by letter. A repeat of such behaviour will be referred to the Headteacher.
10. Lunchtime detention will be given by the Deputy Headteacher or Headteacher. Detention will be given for a serious breach of discipline. Parents/Guardians will be informed by letter and will be expected to support the school's action and emphasise seriousness of such a sanction.
11. If after having 3 detentions the misbehaviour is repeated, the Parent/Guardian will be invited up to discuss the matter with the Deputy Headteacher in the first instance and later the Headteacher if necessary.
12. Children who regularly disrupt lunchtimes and behave aggressively towards others will be excluded from school for the lunchtime period and will be a Parents/Guardian's responsibility during that time.
13. If a child behaves so violently or aggressively and does not respond to adult intervention, the Parent/Guardian will be contacted to come immediately to the school to take the child home to calm

down. The incident which provoked the aggression will be investigated thoroughly and appropriate action taken which may result in exclusion.

14. Exclusion on a temporary basis will be used only where children have repeatedly continued serious misbehaviour. Parents/Guardians will be warned that this will be the next course of action.

Permanent Exclusion will be used when the health and safety of the individual or other members of the school community are put at risk. N.B. The procedure of exclusion whether temporary or permanent requires well-documented information which indicates strategies which have been used in an effort to improve behaviour.

15. Letters at the various stages will ask Parents/Guardians to give an undertaking to ensure the behaviour will not be repeated. Teachers will keep detailed notes and records of repeated incidents of poor behaviour. Support will be given to those children who find aspects of school life difficult. Referral to the Pupil Development Centre (P.D.C.) and SENCo will be made.
16. Parents/Guardians are asked to inform the Teacher, Deputy Headteacher or Headteacher if a child is upset or experiencing any kind of trauma which may affect their child's behaviour in school.

General Points

Staff must take responsibility for class discipline and have clear guidelines in their classroom. Regular reminders of the School's Rules must be given in class.

The referral to the Deputy Headteacher or Headteacher is a serious step and must be seen as such. This should therefore be used when all other strategies have been tried.

Exclusion from school is a very serious sanction to be used in extreme cases of behaviour which pose a threat to a child or adult's health and safety. Only the Headteacher has the right to recommend to the Governors that a child should be temporarily or permanently excluded.

Emergencies

In an emergency escort the offender(s) to the most accessible senior member of staff or send a child to get a senior member of Staff.

Respecting the Environment

Pupils will be encouraged and expected to respect and look after school property and the school environment.

Staff will ensure that classrooms are clean, well-organised and stimulating and that resources are clean, appropriate and in good repair. Staff will ensure that school equipment is looked after and is fit for purpose and repaired and renewed when appropriate.

Care and respect for the whole school site is expected from all. Litter, wilful damage and graffiti are unacceptable and will be dealt with firmly with parents being informed.

Ratified by the Governing body: 4.1.2021

To be reviewed: Spring term 2024