



Behaviour for Learning Policy

Policy drawn up by Head teacher in consultation with staff
and governors

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Introduction

It is the everyday habits of adults that provoke a change in pupils' behaviour.

At St Francis, we strive to create a safe, caring and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning.

Our vision states: 'We believe that children are a gift from God and each one is unique with their own potential and character.'

Our school is a diverse community where equality and collaboration are celebrated and where children flourish....' We do this by embracing the Christian value of Love – at St Francis this means love for God, each other, our learning and the world. Central to this are the values we share of kindness, courage and character and this vision, alongside the values of school underpin how we behave with one another and help each other when behaviour falls short of expectations.

Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and actions and encourage others to do the same. We recognise that all individual children are at various stages of their social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the purpose, nature, organisation and management of behaviour at St Francis CE VA Primary School. It is a document to support the enhanced development of positive relationships between children, adults working in school, parents and other members of the wider school community. The rigorous, fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010

It also takes into account the Special Educational Needs and Disability (SEND) Code of Practice.

Core Beliefs

- Every child can be successful, and behaviours can be learnt and changed.
- Adults are role models and provide a critical example for the children to follow.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- Behaviour is more likely to change through positive, targeted praise than sanctions.

- Reinforcing good behaviour encourages children to feel proud of themselves.
- Rewarding and celebrating successes help to further increase a child's self-esteem enabling them to achieve even more.

Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Develop a positive, calm and purposeful atmosphere where pupils can most effectively learn;
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Ensure pupils have clear understanding of expectations of their behaviour and are polite and considerate of others' feelings;
- Promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem praising effort in both work and behaviour by providing an effective system of rewards;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline.

As a school community, through the taught curriculum as well as during all other opportunities we aim to:

- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others;
- Teach specific social skills e.g., sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific cooperative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instill a positive attitude towards differences;
- Promote peer support amongst everyone within the school community.

The role of the Headteacher and the SLT

It is the role 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 the 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 has access to records of all reported incidents of misbehaviour held on our electronic filing system (CPOMS). 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 issue a permanent exclusion to a child. Both these actions are reported to the School Governors.

Senior Leaders within the school play a pivotal role in supporting other adults within the school in maintaining the consistent application of the school's behaviour policy. They will also support teachers and other adults in school with tackling more serious behaviour concerns, as and when they may arise.

The role of the Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), the governing body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. 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.

The role of school staff

It is the responsibility of all school staff to ensure that the school rules are enforced across the whole school

- for all children - as well as in their class, and that their class behaves in a responsible manner. School staff at St Francis have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Adults treat each child fairly and enforces the three school rules consistently:

1. Ready
2. Respectful
3. Safe

Adults treat all children throughout the school with respect and understanding. It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from teachers delivering a curriculum matched to the children's varying needs will help to motivate pupils promoting self-esteem and confidence.

It is also the responsibility of all staff to ensure that the school rules are enforced in and outside of the classroom, and that children behave in a responsible manner during lesson time as well as other outside of these times. The staff at St Francis have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Significant incidents that happen outside of the classroom should be reported back to the child's class teacher.

Certain children will have individual behaviour plans that will detail where there are to be departures from the school's universal approach to behaviour management. School staff will be made aware of who these children are and will do their utmost to ensure that their individual behaviour plans are implemented effectively.

The role of children

Children are responsible for their own actions. Adults in school will teach children to understand that their behaviour choices, whether they are positive or negative, will have consequences.

Children will feel proud of their good behaviour, the good behaviour of their class and of the school as a whole. Through effective and consistent rewards and praise across the school, they will learn that good things happen as a result of positive choices.

Parental involvement

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable fulltime education either at school or by making other suitable arrangements. It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding. Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and the school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils are appropriately dressed for school in our agreed school uniform and are prepared for PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to be ready,

respectful and safe.

- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We aim to:

- Welcome parents into school and make them feel valued.
- Develop good communication between parents and school.

Behaviour for learning

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe', which are applicable to all situations, both in and out of school. These rules are explicitly taught and modelled by all members of our school community.

Our three school rules are further explored and explicitly taught in class, assemblies and other school experiences. These are examples of how they could be expanded and explained to the children.

1. Be ready - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
2. Be respectful - I will listen and talk politely to adults and other pupils and look after equipment and other people's possessions.
3. Be safe - I will be kind and look after myself and others, following appropriate instructions from adults.

Rules will be adapted to meet the needs of the children according to their age. Children will also be taught how to adapt their behaviours specific to subject being taught (e.g., how to be ready in a PE lesson will look very different to how to be ready in maths). The children will be shown how the behaviours will need to change accordingly.

We recognise that clear structures with predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out the rules, routines and consistent behaviours that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded of rules in private.

We also understand that for some children, following our behaviour expectations are beyond their current developmental level. In these cases, these children will have access to bespoke positive behaviour plans, which will include carefully selected targets with rewards to reinforce positive behaviour, as well as clearly defined consequences for negative behaviour choices.

Adult responsibilities to promote excellent behaviour

When interacting with children, all adults at St Francis apply the following key principles:

- Identify the behaviour we expect;
- Teach behaviour explicitly;
- Model the behaviour we are expecting of the children;
- Practice behaviour skills;
Notice excellent behaviour (the children going 'above and beyond' expectation);
- Create conditions where excellent behaviour can thrive.

Visible adult consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build trust and a respectful relationship with pupils.

- Each child is personally greeted at the classroom door each day by their teacher. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will build relationships through 'deliberate botheredness', showing that they listen and asking questions such as 'How was your football match last night?'.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly. Shouting will only be used by adults in school when an emergency situation arises and immediate attention is essential (e.g., safety of a child/adult in school).
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Talking about behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Negative phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and should not be used. All adults should remain professional and calm at all times. Conversations to address behaviour and for restoration of good behaviour should follow an agreed script (Appendix A – Blueprint, Appendix B & C – conversation script cards for KS2 and a simplified version for EYFS/KS1 and Appendix D - conversation script cards for use on the playground) and behaviours should be discussed as the behaviours they are, and not be personal to the

child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher.

Recognising Positive Behaviour

Children at St Francis are encouraged to go above and beyond expectations of good behaviour. All adults are responsible for recognising when children are showing excellent behaviour and will praise the child publicly. High quality behaviour will be recognised through the use of:

- Recognition boards in each classroom to identify all children who are meeting the agreed target of the class
 - These are a classroom tool to be used as and when deemed appropriate to maintain the positive behaviour and attitudes of the children. There is an expectation that teachers will use the recognition board at the beginning of each new year.
- Friday Celebration Workshops – Pupil of the Week and Opal Stars are awarded. House points are collected and
- 'Hot chocolate Friday' - for consistent, long-term positive behaviour

Relentless routines

These routines, consistently seen and heard around school, will ensure all children are clear about the behaviour expectations at St Francis.

- Children and adults will be expected to demonstrate high standards of behaviour when moving around school, by displaying 'Fantastic Walking'. Children and adults will walk with the posture of hands behind their back, chest out, walking tall and showing that they are proud to be wearing the school badge and being part of the St Francis community.
- When adults in school require the full attention of a class or group of children, they will use the key phrase, 'Eyes on me'. Pupils are taught to stop what they are doing, turn to face the adult and Be Ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Adults and children across the school will engage in 'Great Greetings' to foster a sense of community and friendliness. Adults will actively open conversations with any children they encounter within the school and will expect a response. Children will be taught and encouraged to greet adults that they encounter, both in the classroom and around the school site. They will have been taught about safety and that the adults around school are 'safe adults'.

Sanctions

Sanctions need to be in proportion to the offence. Sanctions should always:

- Make it clear that unacceptable behaviour affects others and has a negative effect on the school community;
- Avoid being applied to a whole group for the actions of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address the behaviour and not be made personal to the child.

It should be noted that if a child has reached Step 4 and they are continuing to disrupt the learning of other children, they may be sent to the parallel class of their year group in order to prevent further disruption and to encourage self-reflection and behaviour modification.

Our behaviour steps

For the majority of behaviours, the following steps should be followed. When more serious or extreme behaviours are shown, the guidance in the 'Extreme behaviours' section should be followed. Whenever sanctions are being given, a gentle approach should always be used. The adult will use the child's name, speak to the child at their level, make eye contact, deliver the message and then walk away.

1. REMINDER (reinforce the 3 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk.'

2. CAUTION:

This is the second time I have spoken to you.

I can see that you are still not following our rule on being ready/respectful/safe because you are still ... (explain their behaviour).

If you continue to make these choices, then the consequence will be that you will have to speak to me after the lesson for two minutes.

Think carefully about your next steps. Thank you for listening.

Example – 'This is the second time I've spoken to you. I can see that you're still not following our rule on being respectful as you are still talking when I am. If you continue to make these choices, the consequence will be that you will need to speak to me after the lesson for two minutes. Think carefully about your next steps. Thank you for listening.'

3. FINAL WARNING:

I noticed you have continued to ... (state the noticed behaviour).

You have had two previous warnings so you need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you will have further consequences put in place.

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. Through your behaviour choices you have now chosen to stay behind after the lesson for two minutes. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

4. SELF-REFLECTION:

I can see that you have continued to ... (notice the child's behaviour) - and link to one of the three rules. As a consequence of this I need you to go to (reflection space within your classroom) to consider your behaviour choices for minutes (chosen time appropriate to the child or behaviour).

The working time that you will miss will need to be caught up with at home so I will be sending extra learning home with you today.

I will come back to get you so you can come back to your place to show positive behaviour choices in minutes.

Thank you for listening.

Example - 'I can see you are still talking instead of working, which shows me that you are not being ready. As a consequence of this, you need to go to the carpet for 5 minutes and reflect on your behaviour choices. The work that you will miss out on will need to be caught up with at home so I will send it home with you tonight. I will come back to you so you can go back to your seat in 5 minutes to show positive behaviour choices. Thank you for listening.'

5. REPAIR:

Have a follow-up conversation with the child using up to five of the following questions:

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected? (Use age-appropriate language e.g., 'hurt / upset' for EYFS/KS1)
- How have they been affected?

- What should we do to put things right?
- How can we do things differently in the future?

LOG INCIDENT ON CPOMS

Repair conversations will be held by the adult who has actioned the self-reflection time. It is the consistent and reliable application of these conversations that will teach children the appropriate behaviour choices. These conversations should not be held in an uncomfortable and formal setting (such as either side of a desk). Instead, they should be carried out as part of another activity. This could be tidying desks, gathering books or walking on the playground.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Repair Conversation then the following guidelines should be used:

- Pupil is taken to a member of the Leadership Team (SLT). The Repair conversation is still led by the adult who initially addressed the behaviour concern and is only supported and reinforced by the SLT member.

Playground behaviour steps

For low-level behaviour issues (rough play, going into places where they are not allowed, unkind words towards others, disrespectful behaviour, etc.) that may arise during playtime, similar steps will be taken.

1. REMINDER (reinforce the 3 rules, privately if possible):

See above

2. CAUTION:

See above but change the warning of two minutes after class to two minutes stood with an adult. Example – 'This is the second time I've spoken to you. I can see that you're still not following our rule on being safe as you are still playing roughly with your friends. If you continue to make these choices, the consequence will be that you will need to stand with Mr./Mrs./Miss for two minutes. Think carefully about your next steps. Thank you for listening.'

3. FINAL WARNING:

See above

Example - 'I have noticed you are not talking nicely to others. You are breaking the school rule of being respectful. Through your behaviour choices you have now chosen to stand with Mr./Mrs./Miss for two minutes. Thank you for listening.'

After the two minutes are up, the adult will go back to the child and say:

'You are now able to continue playing. You need to show the right behaviour choices now. If you do not choose to do this, you will have to sit on the bench to reflect on your behaviour choices. Thank you for listening.'

4. SELF-REFLECTION:

See above

Example – 'I can see you are still being unkind to, which shows me that you are not being respectful. As a consequence of this, you need to go to the bench for 5 minutes and reflect on your behaviour choices. I will come back to you in 5 minutes. Thank you for listening.'

5. REPAIR:

See above

Developing emotional Literacy

Zones of regulation

Zones of regulation are displayed in all classrooms to visually remind and support pupils with regulating their emotions. Through ongoing teaching, we support children to understand their feelings and emotions, to recognise when they are becoming heightened and to use strategies to regulate these emotions so that they are in the 'green' zone. We teach children to understand that when they are in the 'green' zone they are in the best place emotionally to engage with their learning and to do their best. More information about this strategy can be found in the Positive Handling Policy.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. Where possible, we use our most skillful staff to build relationships with these children individually. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, staff may need to use physical intervention with a child if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS and where physical intervention or handling of any kind has been used, the incident will be recorded in the 'Bound and Numbered Book'.

Exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour;
- To give the school time to create a plan which will support the child better;
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

If a situation arises of a child making an allegation against a staff member, the headteacher will report to the Local Authority Designated Officer. After any necessary investigation has been carried out, any malicious allegations will be followed up. This could include temporary or permanent exclusion and even a referral to the police if the headteacher believes a criminal offence has been committed.

Responding to repeated 'low-level' negative behaviour

There are times when a child may show negative behaviours which, after receiving warnings from the behaviour steps, then improves. Unfortunately, these behaviours get repeated on several occasions without ever reaching the requirement for a repair conversation. At these times, the teacher should make a note of this on CPOMS and initiate a meeting with parents to explore how best to support the child to cease the behaviours.

There are three stages of letter (Appendices 4, 5 and 6) - with additional support for the child at each stage. Parents and carers are expected to attend meetings and to work with the school in order to support the process of improving behaviour, including forming an Individual Behaviour Plan. These will be constructed with the SENCO and external advice and support may be sought, e.g., from an EP or the SEMH (Social, Emotional and Mental Health) outreach team.

Unacceptable behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may need to bypass our system of Stepped Sanctions in order to be dealt with more quickly by a member of the SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours may include, but are not limited to:

- Violence (i.e., physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour (see Anti-Bullying Policy)
- Stealing
- Spitting
- Inappropriate sexual behaviour

- Inappropriate language (including swearing and sexual language)

Physical attacks on adults

At St Francis, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Governors, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. Details relating to the use of physical intervention can be found in our Positive Handling Policy.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and record details on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child. Together: everyone matters. Together: everyone succeeds.

Suspension (fixed-term & permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered (for pupils considered to have Special Educational Needs, the procedures for meeting those needs are set out in our SEN policy);
- The risk to the safety and welfare of staff and other children is too high;
- The negative impact on teaching and learning is too high.

The school follows the Local Authority's guidelines on fixed-term and permanent exclusions. Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable

setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

Discipline beyond the school gate, school trips, Behaviour during Breakfast Club, After School Club and on trips

A member of staff can discipline pupils for misbehaviour outside school. All criminal behaviour should be reported to the police. Any non-criminal negative behaviour and bullying - including online incidents - which occur anywhere off the school premises, by a pupil of the school, and which is witnessed by a member of the teaching staff must be reported to the Head Teacher. This applies to misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. Incidents of misconduct which are reported from outside school will be shared with the parents of the children involved.

The expectations of children's behaviour, as detailed in this policy, are applied equally to before and after school clubs as well as on school trips. Parents will be informed and their children may be asked to leave the club if they cannot adhere to the expectations of behaviour.

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.

Fixed-term suspensions and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may suspend 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 suspension into a permanent exclusion, if the circumstances warrant this.

If the headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. 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 suspensions beyond five days in any one term.

The governing body itself cannot either suspend or exclude a pupil or extend the suspension 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 suspension or exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended or 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.

Harmful Sexual Behaviours

Ofsted's review of sexual violence in schools (and colleges) has highlighted the extent and nature of the problem of peer-on-peer sexual violence and harassment including online; they indicated the challenges faced if parents have a lack of understanding of what their children are doing outside school or the rapidly changing use of social media among young people. The report also stressed the need for a multi-agency response. Its findings suggest that adults often do not realise the prevalence of sexual harassment in and out of school; similarly, for some children, incidents are so commonplace that they see no point in reporting them or worry that the risk of being ostracised by peers is not considered worth it. Some young people canvassed said that they felt that RSHE was 'too little, too late', did not equip them with the best information and that they turned to social media or peers to educate each other.

The school recognises its responsibility and role in adopting a preventative stance as well as supporting pre-adolescent children in their understanding of sexual behaviours and with regard to showing respect for others. The school ensures that all adults maintain an attitude of 'it could happen here'. Ofsted reported that 22% of girls aged 7-12 have experienced jokes of a sexual nature and another research report indicated that 20% of children first experienced sexual harassment when they were just 11-13 years old. There has been a significant increase in reported child sexual abuse since the start of the Covid-19 pandemic.

The Sexual Offences Act 2003 provides legal protection for children under 12. All incidences of sexual behaviour involving children under 13 are considered as potential criminal or child protection issues.

St Francis adopts a whole school approach to addressing issues of HSB, creating and reinforcing a culture where there is a zero tolerance to sexual harassment and online

sexual abuse and neither are ever acceptable nor tolerated. The school recognises that HSB can violate a child's dignity, making them feel intimidated, degraded or humiliated and can create a hostile or offensive environment. The school has developed a culture in which all kinds of inappropriate behaviour (even if it appears to be relatively innocuous) or sexual harassment are recognised and addressed, including sanctions where appropriate. All approaches ensure that staff reassure victims of HSB, who are likely to be traumatised, that they will be supported and kept safe and that children feel able to report any incidents knowing that their report will be treated confidentially, considered immediately and that their concerns will be treated seriously.

Sexual behaviours expressed by children under 18 that are developmentally inappropriate may be harmful to the child or to others; the school ensures that all adults understand sexual behaviour as a continuum.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected, socially acceptable, consensual, mutual, reciprocal, shared decision making	Single instances of inappropriate sexual behaviour, socially acceptable behaviour with peers, context for behaviour may be inappropriate, generally consensual and reciprocal	Problematic and concerning behaviour, developmentally unusual and socially unexpected, no overt victimisation, consent may be unclear, may lack reciprocity or equal power, may include some culpability	Victimising intent or outcome, misuse of power, coercion and force to ensure victim compliance, intrusive, informed consent lacking or not able to be freely give, may include expressive violence	Physically violent sexual abuse, highly intrusive, instrumental violence which is psychologically or sexually arousing to perpetrator; sadism
e.g., a 2-year-old exploring private body parts	e.g., teenagers kissing in classroom = inappropriate but appropriate in peer group in park	e.g., male lifting girls' skirts	e.g., child forcing another to send indecent image; threatening to start rumours if don't comply	e.g., violent sexual assault of a child by another child

Support given to any child showing HSB is offered early on to avoid an escalation of any behaviours. Responses are on a continuum, taking into account the developmental needs of the child. The school effectively targets any presenting problems and, using a multi-modal approach which is child- and family-centred, implements and evaluates any intervention or support based on evidence and what is known to be effective. It recognises that reports of HSB are likely to be complex and require difficult decisions to be made, often quickly and under pressure.

The support given to younger (pre-adolescence) children with problematic behaviour is tailored to their developmental needs. Specific support is in place for children with SEN which reflects their need for support around peer relationships and developmentally appropriate sex education.

Multi-disciplinary training is provided for all adults and this training embeds a common language of understanding and mutual appreciation of each other's roles.

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 on CPOMs, along with actions taken. 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: support staff give verbal feedback to the class teacher and or record the incident and any follow up actions on CPOMs, alerting relevant teaching staff. This includes accurate data about the number of children and young people requiring support due to their HSB as well as data on those displaying HSB; this data helps to plan service responses and staff development.

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

APPENDICES

1. Rules
2. Behaviour Steps

3. Charts and reward card
4. Thinking Forms
5. Zones of regulation

Ready



Respectful

Safe



Reminder of the Rules



CAUTION: An adult will remind me of the rules of **Ready**, **Respectful** and **Safe**.



FINAL WARNING: An adult will talk to me about what might happen if my choices don't change.



SELF-REFLECTION: An adult will ask me to move to somewhere else to think about how I need to change my actions so that I am **Ready**, **Respectful** and **Safe**.



REPAIR: An adult will talk with me about what has happened and how I can learn from my actions for the future.

Behaviour for Learning

[illegible]

Week Commencing

Pupil comments:

Pupil signature:

Teacher comments:

Teacher signature:

Parent comments:

Parent signature: _____



Behaviour for Learning

Name

Class

Week Commencing

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

PostCard



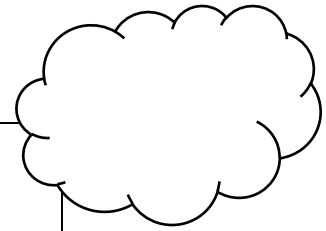
Saint Francis

Love: for God, each other, our learning and the world



Thinking Form

Name	Class	Date
What happened?		
What were you thinking?		
What were your feelings?		
Who do you think has been affected?		
How do you feel now?		
What do you think should happen now?		



What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control