



Behaviour Policy

2026-2027

This Policy was reviewed and updated by the Governing Body Date: _____

Signed by chair of governors on behalf of the governing body:

Date approved: _____ (by Full Governing Body)

Our School's Vision Mission Statement

Together with Jesus we love and learn.

At St Francis RC Primary School, where together with Jesus we love and learn, we nurture all children and understand that success follows happiness. We provide our children with a curriculum that is inclusive, engaging, promotes welsh culture, prepares them for the modern world and teaches them that they are to be valued and heard in school, in society and within the world at large. A curriculum that offers a child a vision for their future where there are no barriers to what a child can achieve.

Race Equality Statement

At St Francis RC Primary School, we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We recognise that Wales and the rest of the U.K. have diverse societies made of people from many different races, cultural, religious and linguistic backgrounds. It is important that all children are prepared to live in such a diverse society.

Basic Skills and Equal Opportunities

St Francis RC Primary School is committed to valuing all members of the school community. We acknowledge that it is the responsibility of all staff to improve the basic skills of pupils. We are fully aware that different forms of discrimination exist in our society and we believe that we have a crucial role to play combating this. We aim to promote fairness, justice and equality and to this end we endeavour to have high expectations of our pupils, staff and parents.

Principles

The aims of this Behaviour and Discipline Policy are rooted in the Mission Statement.

At St. Francis, we aim to:

- Develop supportive, caring relationships in which everyone feels valued and respected as brothers and sisters in Jesus Christ
- Provide a safe, secure environment that promotes trust and integrity
- Be a place where love of neighbour and love of learning go hand in hand
- Encourage children to work and achieve to the best of their ability using their God given talents
- Promote the Gospel values of forgiveness and tolerance

At St Francis, we understand that good behaviour is essential for effective teaching and learning to take place. We believe that children learn best in an environment which is both secure and ordered and where there are set boundaries.

The key to an effective and successful school is good relationships between all within the community. Staff, pupils, parents and governors have a responsibility to create a happy, caring school community.

At St Francis, we feel that it is essential in a Christian community, where all educational goals are rooted in Christ and his Gospel that everyone cooperates and supports each other. Therefore, all within our school community - pupils, parents, staff and governors have a responsibility to ensure that Christ's word is allowed to flourish and that:-

Pupils

- are able to learn effectively
- can work and play in a safe environment
- are given the opportunity to achieve all that they are capable of achieving

Parents

- support the school community
- know that their child is achieving all that he/ she is capable of
- have the right to know their child is behaving in school
- are kept informed about issues relating to behaviour

Staff

- are allowed to teach and work effectively
- are responsible for the welfare of the children in their care
- treat all children equally

These responsibilities are further outlined in the school/ home agreement.

Equal Opportunities and Inclusion

- An individual's needs can vary over time and in different settings. As a community, we avoid "labelling" children.
- All children have access to the mainstream curriculum and children are educated, as far as possible, with their peers.
- Policy, planning and action in the field of behaviour management is anti-discriminatory and complements the Equal Opportunities Policy.

Respect for all

- Children and their teachers have a right to have difficulties in behaviour in school addressed without prejudice.
- All persons involved in difficulties in behaviour have the right to have their views and feelings taken into account at all times.
- Policy and practice actively promotes mutual respect for school, parents, staff and children.

Roles and Responsibilities

Governor with responsibility for ALN/Behaviour – Mrs A Kydd

Behaviour Co-ordinator – Mr D Philp

His responsibilities are:-

- to receive information about concerns from parents and staff
- to ensure that advice is available where and when needed
- to intervene in situations relating to behaviour or ensuring appropriate intervention
- to liaise with pupils, parents, staff, governors and outside agencies

Educational Psychologist – Ms Janet Smith

Her responsibilities are:-

- to visit the school to assess pupils during the year (or when required)
- to advise staff and parents appropriately
- to undertake annual reviews as necessary

Behaviour Support Team – Ms Nola Lawton

Their responsibilities are:-

- to offer support, help and advice when requested

Attendance Officer – Mrs K Lambert

Her responsibilities are:-

- to be in regular contact with the school
- to visit parents to check on non-attendance
- to offer advice and support with attendance

Family Wellbeing Service Cardiff

Their responsibilities are:-

- to support and provide advice where necessary
- to access through referral or telephone

Procedures and Practices

Following a whole school review, the school has determined its own set of rules that reflect the positive behaviour expected by a Catholic community. Rules at home may be different to rules at school. Children are expected to develop an understanding that rules need to be followed while at St Francis. These rules are made clear to children at the start of and throughout the year.

On occasion, a child with social, emotional and behavioural difficulties may need a different approach for managing their behaviour. These children will be supported by the Wellbeing Team and a behaviour plan will be drawn up by the Deputy Headteacher, Parents, Child, Class Teacher and (if appropriate) the Emotional Health and Wellbeing Specialist Teacher. This plan will then be communicated with other staff who work with the child to ensure consistency.

Around School

At St Francis, we have some simple rules to follow when moving around the school and in and out of school buildings. By keeping these rules, our school will be a calm, safe and happy learning environment for both children and adults. (See appendix 1)

At St Francis, we feel that every child should have the right to expect to enjoy social interaction with other children at breakfast, break and lunch times. It is important that the same expectations of good behaviour apply during these times as well. However, they are modified for these periods.

Breakfast Club

At Breakfast Club, the Rules, Rewards and Consequences are displayed in the Infant hall/ Canteen. Breakfast Staff constantly refer to these 'Golden rules' to reinforce and praise positive behaviours. At the end of each week, staff pick children out for special praise for their excellent behaviour during Breakfast Club and these children are rewarded at the praise assembly on Fridays. (See appendix 2)

Break time

At Break time, Teachers and Teaching Assistants reinforce and reward positive play behaviours (ie. co-operation, playing with others, sharing etc) through verbal praise and stickers. (See appendix 3)

Lunch time

At Lunch time, the Midday Supervisors reinforce the 'Golden rules' in the F.P Infant hall/ Canteen by frequent reference to positive behaviours. They also reinforce and reward positive play behaviours on the playground. At the end of each week the Midday Supervisors pick children out for special praise for their excellent behaviour during lunch times and these children are rewarded at the praise assembly on Fridays. (See appendix 2)

The whole school community is expected to encourage sharing and kindness and to help the children to develop good habits, good manners and a positive attitude to life at all times.

In the Classroom

Each Classteacher has a 'Good to be Green' display which is set prominently in their classroom for all to see. The system is designed to ensure that all the pupils who behave appropriately and follow school rules in the classroom get the praise, attention and rewards they deserve. Those who do not behave appropriately are treated consistently and fairly using an agreed set of consequences.

This system involves the use of coloured cards. Every pupil has his/ her own set of cards – green, orange, yellow, blue, white and red. At the start of every day all the pupils have a green card showing. Every classroom has our Rules, Rewards and Consequences prominently displayed with the sets of pupil cards underneath. Classteachers make sure that all pupils understand the rules, many rewards and the system of increasingly serious consequences.

If a pupil misbehaves in class, two formal warnings are given and recorded. If the misbehaviour continues, the pupil will have to turn a card. Further misbehaviour will result in further cards being turned and greater consequences in a graded system. Conversely, well behaved pupils will stay on a green card each day which will earn them 5 minutes of 'Golden Time.' In one week (5 days) the maximum amount of 'Golden Time' that can be earned by a pupil is 25 minutes. 'Golden Time' takes place in the last session on Friday afternoons. During 'Golden Time' pupils can participate in an activity that has been agreed beforehand with the Classteacher. Those pupils who have earned less than the maximum amount of time continue with their class work until the Classteacher invites them to join in. Any pupil who has not earned any time will continue with class work for the duration of 'Golden Time.' Classteachers record card changes and monitor behaviour. The names of any pupils whose behaviour is causing concern will be referred to the Senior Leadership Team.

Each Classteacher will choose one pupil, who stayed on a green card, to be the Star of the Day. Pupils who stay on a green card can gain many rewards (eg. raffle tickets, stickers or other rewards.) The class with the highest percentage of green cards in a week will be named the 'Green Card Champions' and will receive extra playtime as a reward. This is celebrated in assemblies with the whole school. At the end of the term the class with the highest score wins an afternoon of forest school. (See appendix 4)

Outside School

The children at St Francis are expected for show exemplary behaviour at all times when leaving the vicinity of the school grounds (i.e. Masses, school trips and sporting events.) We feel that it is very important that we insist upon excellent behaviour as that we are seen to be representing St Francis RC Primary School in the community. The public perception of the school community is portrayed by the attitude, behaviour and good manners of the children and staff outside school.

Children who misbehave on these occasions will be dealt with by the Deputy Headteacher or Headteacher. This may result in loss of further privileges. However, our school community abides by an inclusive policy and in order to operate like this certain cases will be treated differently at the Headteacher's discretion. (See policy regarding educational visits and journeys.)

Supervision of Pupils

Staff should at all times be in a position to say:-

- We know where our children are
- We know what they are doing and why
- They are under our supervision

Therefore, it is important that:-

- Children enter the school building in a calm and controlled manner. Infant teachers should be in their classroom promptly at 8.45 am to assume responsibility for their classes at

the beginning of the day. KS2 teachers should be in their classrooms promptly at 8.45 to assume responsibility for their classes.

- At break times and dinner times, children are dismissed from classes in an organised manner, led in a quiet line, by a member of staff. They should also be collected punctually at the end of these times and enter the building once again in a calm and controlled manner.
- If it is necessary to involve a senior member of staff in a discipline matter, a pupil should be brought rather than sent, or, if leaving the class under the watchful eye of a colleague is impossible, another reliable pupil should be sent with a message.
- No child should be allowed free access to areas where equipment is stored. If the school day is adequately planned in advance, there should be no reason for children being sent to collect anything from store cupboard during lesson times.
- Teachers should never leave their classes unattended. In an emergency, staff should alert the office in the first instance, SLT and an adult will be sent to the class.

Expectations of Children

We expect that our children will:-

- treat others as they would wish to be treated
- be polite and respectful at all times
- be good citizens - helpful, caring and considerate
- always be trustworthy
- always take responsibility for their actions
- take care of their environment
- treat other people's property with care

Expectations of Staff

Staff have a vital role to play as they are at the forefront of positive behaviour management. They have the closest knowledge of the children in their care and will wish to build up a relationship involving mutual support, trust and respect.

We expect our staff to:-

- provide children with a good role model
- provide children with a framework of behaviour which supports the whole school policy
- use positive behaviour reinforcement strategies (ie. praise, stickers)
- allow time for discussion with the child about positive and negative behaviour
- complete the Good to be Green sheet online each week and to maintain behaviour logs or reports where necessary
- keep parents informed of behaviour in class or in school through notes or phone calls home (where necessary)
- keep the governing body well-informed regarding issues concerning behaviour management through the Headteacher

Expectations of Parents

The relationship between home and school is of vital importance and we value the support given to us by the parents. As part of the relationship we expect our parents to:-

- be involved and supportive in helping the school community meet its aims
- feel confident that everything is being done to ensure that their child is both happy and safe at St Francis.
- be informed about and fully involved in any aspect of their child's behaviour.
- be aware of the school's approach to positive behaviour management.

Expectations of Governors

Governors have an important role in helping St Francis maintain good discipline. The Governors are therefore expected to:-

- recognise that staff are constantly striving to provide a safe, happy and stimulating environment
- fully support the Headteacher and staff in their implementation of this policy
- play a full and active role in ensuring our aims are met
- be fully informed about matters concerning behaviour through the Headteacher.

Occasionally it may be necessary for the Headteacher to exclude a pupil for a time. This step will only ever be considered after all other possible avenues have been explored. If a child is to receive a fixed term or even a permanent exclusion then parents, governors, the LA plus any other agencies working with the child will be informed. The parents have the right to appeal against the school's decision. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately.

On all occasions, the school follows WG legislation/ guidance on exclusions.

Restraint and Safe Handling of Pupils

At St Francis, we feel that on occasions we may need to use reasonable force to control or restrain children. This is only undertaken to ensure the safety of a child, other children in the vicinity or staff. However, there may be circumstances when it is appropriate for any member of staff to use positive handling. (See policy regarding positive handling to control or restrain pupils.) Members of staff receive regular positive handling training. Trained staff only should use positive handling unless a child is in imminent danger.

Praise Assembly

Children's achievements are praised in our regular weekly praise assembly. These achievements can be for school work, attitudes to learning, attendance and behaviour. At the end of each term, we have a special praise assembly to celebrate achievements for the term (e.g attendance/ lunchtime behaviour, teacher awards etc.)

However at St Francis, we recognise that the good behaviour of its children needs to be constantly acknowledged. Therefore, staff praise the children on a daily basis for positive behaviour that reflects the Word of Christ with verbal praise, house points, stickers.

Annual Review

Opportunities will be sought for all staff to observe good practice, both within own school

context and by visits to other schools.

This policy will be reviewed annually by governors in the Autumn Term. We will monitor the effectiveness of this policy. The views of parents are always welcomed and ideas worthy of inclusion in every day school life will be implemented.

Through this policy we seek to maintain our community atmosphere of care, courtesy and concern for all thereby allowing the message of Jesus Christ to flourish.

Appendix 1

Around School

Rules

We walk in and around the school buildings calmly and quietly

We keep hands, feet, objects, temper and unkind words to ourselves

We line up quickly, quietly and in order - without pushing, talking or fussing

We ask permission from the staff on duty to return to the school buildings

Rewards

Verbal praise

Individual rewards (eg. stickers)

Class rewards (eg. raffle tickets)

Consequences

Warning

Line swap

Card Turn

Loss of privileged time (eg. break or lunch time)

Appendix 2

Golden Rules (Infant hall/ Canteen)

Rules

We follow instructions first time

We keep hands, feet, objects, temper and unkind words to ourselves

We use a correct voice level

We ask adults to sort out problems

We move around the Canteen sensibly – asking for permission

Rewards

Verbal praise

Individual rewards (eg. stickers)

Weekly praise award

Termly certificates

Consequences

Warning

Table swap or time out in Canteen

(Lunchtime – refer to Deputy Headteacher or Headteacher

Headteacher to contact parents about breakfast/ arrangements)

Appendix 3

Break and Lunch time - Playground

Rules

We follow instructions first time

We keep hands, feet, objects, temper and unkind words to ourselves

We ask adults to sort out problems

We ask an adult if we need to leave the playground

Rewards

Verbal praise

Individual rewards (eg. stickers)

Class rewards (eg. raffle tickets)

Weekly praise awards

Consequences

Warning

Time out on the wall/ stand with staff

Time out away from the playground

Loss of privileged time (eg. break or lunch time)

Further loss of privileged time

Headteacher to contact parents

Appendix 4

Classroom

Rules

We follow instructions first time

We keep hands, feet, objects, temper and unkind words to ourselves

We allow others to work (without distraction)

We use a correct voice level

We ask adults to sort out problems

We look after our classroom, our equipment and each other

Rewards

Verbal praise

Individual rewards (eg. 'Golden Time,' stickers, quick notes, raffle tickets, house points)

Class rewards (eg. extra lunch time play)

Termly certificates

Consequences

Informal warning

Formal warning

Table swap

Loss of privileged time (eg. break or lunch time)

Time out away from class/ group

Sent to Senior Leadership/ Headteacher to contact parents