



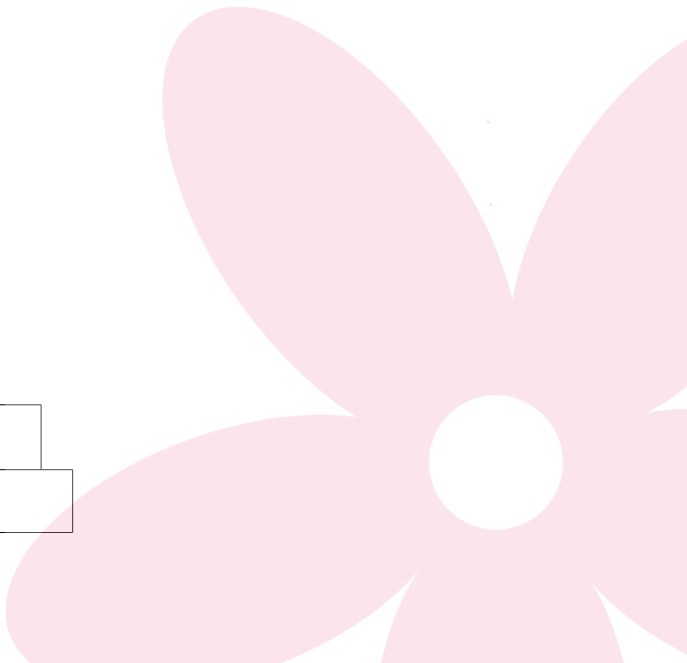
# Behaviour policy

St Francis CofE Primary School

<b>Approved by:</b>	STF LGB	<b>Date:</b> December 2025
<b>Last reviewed on:</b>	December 2025	
<b>Next review due by:</b>	December 2027	

This policy supersedes all previous Behaviour policies.

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## BEHAVIOUR POLICY

### Purpose

St Francis C of E Primary School is a positive and caring school in which we aim to create an environment where exemplary behaviour is at the heart of productive learning. Our behaviour policy is a whole school policy which is supported and observed by all members of the school community reflecting our High Five Values and vision to ensure we can all 'be our best'.

All of our school community have a right to feel welcome, safe and supported. It is the responsibility of all to respect and ensure the rights of others. Our aim is to develop a more positive focus on improving young people's engagement, motivation and well-being rather than more negative terms that can be associated with behaviour difficulties. We strive to teach positive, pro social behaviours rather than manage and control unsocial and anti- social behaviours. Our approach enables us to understand and work with children and not rely on overpowering them to create pro-social feelings of everyone within the dynamic. All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating. Behaviour issues are a result of unmet educational, mental health or other needs or vulnerabilities.

### School systems and social norms

#### Prosocial Definitions

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance
- Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

#### Antisocial Definitions

- Behaviour that causes harm to an individual, a group, to the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person

#### Unsocial Definitions

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. All staff aim to enable children to develop a sense of belonging and a sense of worth. This in turn will support them in developing strategies they need to help them make decisions about how they will behave and how they deal with the consequences of the choices they make.

At our school, expectations and pro-social behaviours are actively taught, and reinforced through:

- Staff members developing strong, positive relationships with children.
- High expectations from all staff members.
- Clear and consistent routines within the classroom and around school
- Adults within school modelling positive behaviours, in their interactions and conduct.
- Adults encouraging and celebrating children who are demonstrating prosocial behaviour and make progress in their social and moral development.
- Positive phrasing, disempowering challenging behaviour
- Supporting children to learn from their mistakes.
- When correcting behaviour, we should always try and phrase this in terms of what we would like them to start doing as opposed to what we would like them to stop doing.
- Planning
- Reward and positive phrasing
- Kindness and forgiveness

When pupils are well engaged and learning, we need to ‘catch them getting it right’. This can be by recognising and rewarding their efforts through:

- Verbal praise
- Stickers
- Dojos
- Sharing a piece of work with peers or other adults in school, both through ‘in the moment’ opportunities or planned opportunities, such as wall displays
- Sharing success with a member of the Senior Leadership Team
- A postcard sent home
- A certificate in celebration assembly
- Phone call home or praise passed on at the end of the day

However, pupils should also be made aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

### **Leadership and management**

In our school, we believe that teachers have the right to teach and learners have the right to learn. Our school rules of ready, respectful, safe and our focus values of love, happiness, forgiveness, friendship and honesty are central to the ethos of our school. They enable us to clearly communicate routines and expectations across our school.

The Governors will:

- monitor that the school’s behaviour policy is implemented fairly and consistently and is regularly reviewed

The Leadership Team will:

- be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- ensure that the school’s behaviour policy is implemented fairly and consistently by all staff throughout the school
- model respectful behaviour in front of children
- regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour

- guide and support staff in behaviour management
- act as a point of escalation where it is deemed necessary
- Engaging with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, to help to inform effective implementation of behaviour policies and making links to whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools guidance;
- provide additional targeted support for children with social, emotional, behavioural and mental health concerns, where their needs may affect their behaviour
- work alongside parents to secure and promote positive behaviour

All staff will:

- work in partnership with parents and carers to promote positive behaviour
- model respectful behaviour in front of children
- ensure advised provision is implemented consistently
- ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
- reward and celebrate positive behaviour
- share responsibility for behaviour management across the school
- communicate effectively with parents concerning their children's behaviour
- praise and promote pro-social behaviours through positive feelings as a result of positive experiences

All Children will:

- respect one another, themselves and all adults
- make pro-social behaviour choices
- respond to situations in the correct way preventing them from acting in retaliation
- keep themselves and others safe in order to learn as best as they can

All parents/carers will:

- support the school's behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of children at all times
- praise and promote pro-social behaviours through positive feelings as a result of positive experiences

## **Staff induction, development and support**

### **Teaching behaviour**

We understand that to give children the best opportunity to be successful that behaviour expectations should be clear, communicated well and should be taught. Therefore, not only are positive values modelled and taught on a daily basis as needed and through our value teaching but we also have a behaviour curriculum. Behaviour is taught through codifying expectations and is agreed and shared through taught and practiced lessons as set out in the behaviour curriculum (see separate document).



We use our core values to help children understand how they can be their best selves and encourage and build each other up.

Adjustments will be proactively made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Where pupils do not meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside

learning and support.

### School rules

These three core rules are the overarching principles which guide the expectations and routines of pupils and staff in the school.

- **Ready** (ready to learn, listen, do etc),
- **Respectful** (behaviour and words that show respect to others and the environment)
- **Safe** (behaviour and words that show respect to others and the environment)



Ready	Respectful	Safe
<p>Ready to learn by sitting still, having everything I need and giving the learning 100% of my attention</p> <p>Stopping when told and listening</p>	<p>Thinking about how words and actions impact others</p> <p>Use POLITE and showing pride in St Francis</p> <p>Looking after equipment and the environment</p>	<p>Thinking before acting</p> <p>Playing with kindness</p> <p>Not acting in a way that might harm anyone</p>

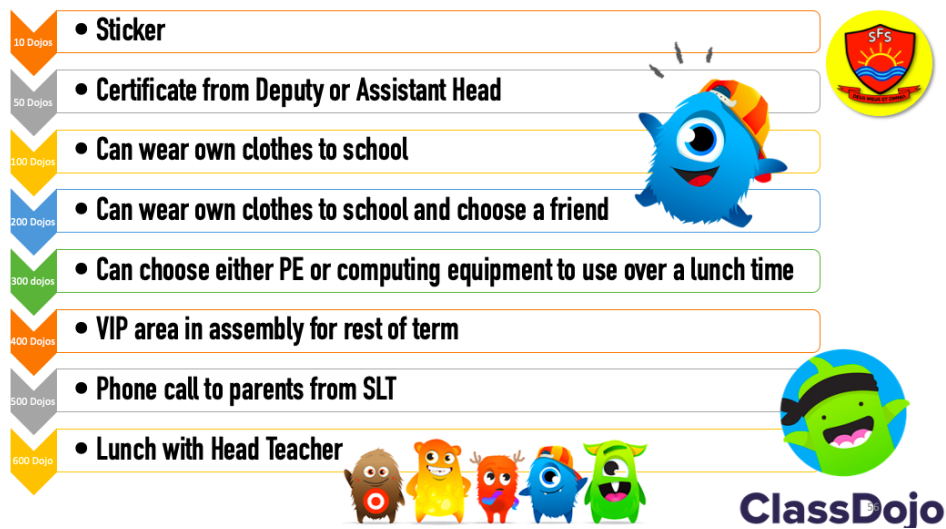
### Promoting & Celebrating Success

Staff will promote and catch children demonstrating our values and other pro-social behaviours around school.

The Leadership Team holds a weekly whole school assembly where the values are a focus and children receive points and certificates linked to the values. In addition, a wide range of strategies are used to celebrate positive behaviour across the school. These are summarised below however are not exhaustive:



- verbal praise;
- Individual dojos and rewards;
- Collective dojos and rewards (Class and houses)
- written praise via a postcard home;
- communicating praise to parents via phone call or written correspondence;
- Values ambassador certificates linked to our values
- Top table in the dining room (awarded by the catering team)
- Half-termly values champion



10 Dojos • Sticker

50 Dojos • Certificate from Deputy or Assistant Head

100 Dojos • Can wear own clothes to school

200 Dojos • Can wear own clothes to school and choose a friend

300 dojos • Can choose either PE or computing equipment to use over a lunch time

400 Dojos • VIP area in assembly for rest of term

500 Dojos • Phone call to parents from SLT

600 Dojo • Lunch with Head Teacher

**ClassDojo**

### Whole Class Rewards

The class with the highest amount of dojos for the week will get to choose:

- 15 mins extra play
- 15 mins free time on laptops
- 15 mins of games

**ClassDojo**

### Playground behaviour

Our aim is to be proactive in engaging children in play activities rather than reactive and dealing with issues. To ensure that pupils realise that their behaviour throughout the day should be consistent, Lunchtime Supervisors will reinforce the behaviours used within the classrooms at lunchtimes. Any behaviour exhibited in the playground can be rewarded via values tokens.

### Responding to misbehaviour

All Staff at St Francis Primary and Nursery School will strive to achieve a consistent approach when issuing rewards and using school's systems for positive reinforcement. There will be occasions where children's behaviour choices require a consequence. We believe in two forms of consequence:

*Deterrence – to deter pupils*

Examples:

- Stepped interventions (detailed with L1 on page 7)
- Completing missed work during break/lunch time
- Loss of privileges

- Regular reporting to a key member of staff
- School based community service, such as tidying a classroom
- In serious circumstances, suspension or permanent exclusion

*Protective consequence – to manage harm*

Examples:

- Limited access to outside space
- Escorted in social situations / No availability of certain areas
- Differentiated teaching space
- Removing a pupil from a lesson
- Exclusion

*Improvement – to reflect and understand the behaviour expectations and reengage in learning*

Examples:

- Reflection session with a member of SLT
- Targeted pastoral support

### The De-Escalation Process (Child in Crisis)

SFPS staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' rather than saying 'kicking off', 'stopping' or 'playing up'. Staff are trained to follow the process below to ensure that everyone's wellbeing is respected and the child can return to a calm state of mind as quickly as possible.

De-Escalation Principles	De-Escalation Script
Use the child's name	Child's name
Acknowledge their right to their feelings	I can see something has happened
Tell them why you are there	I am here to help
Offer help	Talk and I will listen
Offer a 'get out' (positive phrasing)	Come with me and.....

### Recording and Reporting arrangements

The school keeps a variety of records of incidents of anti-social behaviour. The class teacher records incidents with reference to the warning system; we also keep a record of serious incidents that occur at break or lunchtimes.

Staff are to ensure that all level 2 & 3 offences are logged and details recorded via CPOMS the same school day. CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

The Headteacher keeps a record of any pupil who receives a fixed-term or permanent exclusion. Racial and Homophobic incidents are recorded on specific forms and reported to the Governing body termly. Parents are to be informed following all Level 2 & 3 offences. Level 1 offences will be

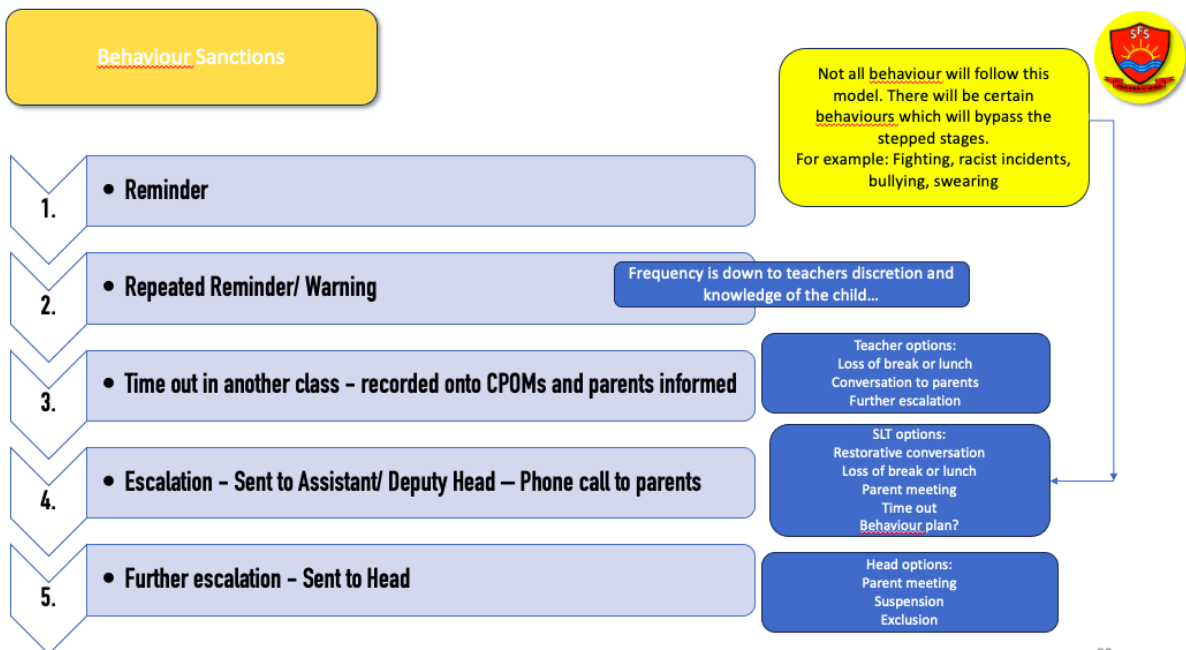
reported to parents at the discretion of the teacher and dependent on the individual child’s circumstances.

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**Stepped sanctions**



## Suspension and Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions, support and interventions.

Suspensions and permanent exclusions will only be used as a last resort, and:

- in response to a serious breach or persistent breaches of the school's behaviour policy, and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Our Exclusion and Suspension Policy follows the Department of Education guidelines on school suspensions and permanent exclusions. Where required, we will ensure the pupils' potential unmet educational and other needs have been explored and will actively avoid policies and practices that discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

## Physical Interventions

- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion
- Only the minimum handling necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to the incident.

When the use of restrictive physical interventions may be appropriate:

- Physical Interventions will be used when all other strategies been considered and therefore only as a last resort
- There are situations when physical intervention may be necessary, for example in a situation of clear danger and extreme urgency
- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the student, other persons or significant damage to property
- To prevent a person from committing a criminal offence
- To prevent a person from injuring self or others To prevent or stop a person from causing serious damage to property
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline

Procedures are in place for supporting and debriefing the student and the adult involved after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these time.

### **Enrichment Activities**

Class trips, visits or visitors are an entitlement and therefore children must not be withdrawn from them as a punishment. However, the HT reserves the right to exclude any child from an enrichment activity if his/her behaviour is likely to compromise the safety of themselves or others. This decision must not exclude due to specific needs and disability.

### **Special Education Needs and disabilities (SEND)**

At St Francis Primary and Nursery School we are focussed on ensuring that all children have access to and an enjoyment of the curriculum.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. For some pupils for whom behaviour is a special educational need, an adapted system may need to be put in place.

Children with behaviour as a SEND may have a one-page profile or Behaviour Plan written in-conjunction with the SENDCo linked to their SEND needs to outline the reasonable adjustments required and to formalise strategies that differentiate from policy. In exceptional circumstances it may be necessary to seek expert advice from external agencies which results in personalising behaviour related sanctions and consequences to meet the specific needs of a child.

The school will anticipate likely triggers of misbehaviour using ABCs and put in place support to try to prevent them, for example:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

Our behaviour culture aims to consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom, including pupils with SEND.

We will always strive to manage pupil behaviour effectively. We are also mindful of pupils' SEND needs. This does not mean we lower our expectations; however some behaviours can be associated with particular types of SEND. Pupils' behaviour will be considered in relation to this, although it does not follow that every incident of misbehaviour will be connected to a pupil's SEND. We will make reasonable adjustments and think carefully about where pupils need additional support to meet behaviour expectations and be successful. When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Four specific areas of SEN will also be considered in line with the application of this policy:

- **Communicating and interacting** - The school will be considerate in the way in which students are able to reflect, and communicate their view on incidents that occur.

- **Cognitive learning** - The school will be considerate in the way timescales are adopted when allowing students the opportunity to reflect on incidents that occur.
- **Social, emotional and mental health difficulties** - The school will recognise the different ways in which students respond to incidents that occur.
- **Sensory and/or physical needs** - The school will be considerate to the way in which students' needs are met when responding to incidents that occur.

If a pupil has an Education, Health and Care plan (EHCP), with provisions set out in that plan, the academy will cooperate with the local authority and other bodies as relevant and needful.

We will, as far as possible, anticipate likely triggers of misbehaviour and consider support to prevent these.

### **Bullying (to be read in conjunction with the Anti-bullying policy)**

We will always deal with incidents of bullying swiftly. Bullying may include verbal, physical, sexual or cyber bullying. The Headteacher and/or Head of Behaviour and/or Safeguarding Lead will deal with all incidents in a swift and robust manner. We will regularly promote students speaking out and create a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents.

We promote and instil the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and assemblies to reiterate clear anti-bullying messages. Direct sanctions can range from a formal warning to detentions or exclusions. Fixed term exclusion and restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying.

As appropriate, we will encourage students to:

- tell an adult whenever they have concerns
- understand the definition of bullying
- walk confidently away from confrontation
- surround themselves with supportive friends
- be vigilant, keep watch and be supportive of one another
- report any incidents of bullying
- delete or block any unwanted messages or friends who leave inappropriate comments on social media
- never respond to harassing or rude texts, emails, blogs
- use privacy settings properly.

### **Child-on-Child Abuse, Sexual Violence and Sexual Harassment**

We are vigilant to, and will not tolerate, child-on-child abuse. Child-on-child abuse is sexual violence and harassment between children of any sex. It can involve individuals or can involve a group sexually assaulting or harassing an individual or group of children and can be between two children of any age. The NSPCC summary of the Department for Education (DfE) report '*Sexual violence and sexual harassment between children in schools and colleges*' (2018) makes the following points.

Sexual violence includes:

- rape
- assault by penetration
- sexual assault - intentionally touching another person in a way that is sexual.

Sexual harassment is defined as ‘unwanted conduct of a sexual nature’ occurring online or offline. It can lead to the following:

- a violation of a child’s dignity, and /or
- is likely to lead to intimidation, degradation and humiliation
- the creation of a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats.

Staff will challenge any inappropriate language and behaviour between pupils including language perceived as ‘banter’. Any instances will lead to the involvement of the Designated Safeguarding Lead (DSL) and are dealt with in line with the safeguarding policy (including making referrals into support services as appropriate), this policy and the anti-bullying policy. Significant sanctions will be used for deliberate or malicious types of this behaviour.

All reports of child-on-child abuse, sexual violence or sexual harassment will be taken seriously and investigated appropriately and the victim will be supported and listened to carefully. Our priority will be their safety.

### **Children’s Mobile phones in school**

Any phones brought to school, must be handed in at reception and will be given back at the end of the day. Any children found with a phone in classrooms / playground / corridors will have the phone confiscated and placed in the office. If this is repeated, parents will be notified and the child will not be allowed to bring their phone to school for an agreed amount of time (this is allowed under Education and Inspections Act 2006).

Staff may lawfully search electronic devices, if there is a reasonable suspicion that the data or file on the device has been, or could be used to:

- cause harm, or contain harmful material
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property.

Any data, files or images that are suspected might constitute a specified offence will be delivered to the police as soon as is reasonably practicable.

## The Use of Reasonable Force

We strive to create a calm environment that minimises the risk of incidents arising that might require physical intervention. Staff use a range of de-escalation strategies as a preventative measure to avoid physical intervention.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and maintain a safe and calm environment. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others;
- damaging property;
- to maintain excellent order and discipline at the school or among pupils

Physical intervention 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.

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.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom 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 to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Authorised/trained staff may also use such force as is reasonable given the circumstances when conducting a search for prohibited items or items that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff will assess risks and consider these recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.