

St Francis Horndale CE Primary School



Behaviour Policy

Our Vision

Let your light shine bright!

#inspiredtoshinebright

We aim for all our children to achieve their full potential and to thrive in the modern world. We encourage confident and independent global citizens who have a love of learning. This is underpinned by the teaching of Christian values. These enable children to cultivate compassion, integrity, and respect, fostering their overall development and character formation.

Matthew 5: 14-16 provides us with our school vision that helps us live out the school foundation of educating children living in poverty. Matthew teaches us the need for self-worth, self-confidence and resilience to find and then shine our lights bright. By shining we support the academic and personal development of ourselves and our wider school family.

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Approved by: Governing Body

Vision

St Francis Horndale CE Primary school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self-respect and develop in children the ability to make positive choices. Our behaviour policy, like all aspects of our school life, is underpinned by our whole school values, with a strong emphasis on respectful behaviour, and these values are used to frame all our discussions around behaviour.

Our behaviour policy is hinged on the importance we place on the relationships we build. We are here to teach children academic subject matter but also to teach them how to develop as responsible members of society. Just as we would teach them how to read or count when they first come to us - by letting them practise and get it wrong, by encouraging and praising them, by guiding and coaching them - so too do we see it as our role to support them in these very same ways to develop their behaviour, ready for their transition to Year 7. When the children make mistakes, we concentrate on the relationships affected and support the child to repair them, we support and guide and coach and praise. We focus on what the child can learn from it about how to behave more appropriately. We talk about the consequences and place emphasis on each person's own responsibility for their choices and actions. This is our relational, restorative approach which builds self-esteem in each child and an understanding that they are responsible for their behaviour and in doing so, builds a school community with respect and empathy at its heart.

Aims

It is a primary aim of St Francis Horndale CE Primary school is that every member of the school community feels valued and respected and that each person is treated fairly and consistently. This policy is designed to promote and encourage positive attitudes towards good behaviour and to develop the school as a caring and co-operative community by:

- creating a culture of exceptionally good behaviour: for learning, for community and for life
- promoting good relationships and ensuring that all children are treated fairly and shown respect
- refusing to give children attention and importance for poor conduct but rather valuing children's achievements and promoting their self-esteem
- helping children take control over their behaviour and be responsible for the consequences of it

- building a community which values kindness, care, good humour, good temper, obedience and empathy for others
- promoting community cohesion through improved relationships ensuring that excellent behaviour is a minimum expectation for all and by fostering a positive climate of high expectations for work and behaviour
- by taking a consistent approach to behaviour

Expectations of Staff

The following staff expectations have been developed and agreed by staff in school. This applies to all staff: teachers, support staff, admin and lunchtime staff, supply staff and also volunteers.

1. To be an exemplary role model for children and colleagues and consistently model the whole school ethos
2. To respect all children and treat them fairly through the implementation of consistent expectations, rules and responses to transgressions
3. To consistently support children to take responsibility for their own behaviour and the choices they make, using the values as a guide
4. To raise children's self-esteem and develop their full potential
5. To provide a challenging and inclusive curriculum
6. To create a safe and stimulating environment that support children's learning, both academically and behaviourally

Expectations of Children

The following children's expectations have been developed and agreed by children in the school.

1. To enter school calm and ready to shine
2. Follow the school rules (see below)
3. To conduct themselves in accordance with our school values (see below)
4. To make positive choices (you've been shining your light, I saw it when...)
5. To remind each other of the school rules and the school values and support each other to make positive choices
6. To earn their playtimes by completing the tasks teachers have given to them to their usual standard

Children have the opportunity every half term to nominate themselves to be an outstanding child. Children have decided that outstanding pupils over most of the term (with the allowance for a mistake as we are human and do not expect perfection):

- Complete homework – reading, spelling and any other tasks their teacher gives them

- Bring the correct equipment for school – PE kit, swimming kit, water bottles, books.
- Follow and are a role model for the school rules – see below

Expectations of Parents / Carers

Parents / Carers are expected to support the school's behaviour policy by:

1. Making children aware of appropriate behaviour in all situations and being aware of the school rules and expectations
2. Encouraging independence and self-discipline, showing an interest in all that their child does in school and by being a role model
3. Fostering good relationships with the school and supporting the school in the implementation of this policy
4. Ensuring that children are in a calm and regulated state as they enter school

School Rules

The school rules are intentionally few in number and written concisely to ensure children can remember and understand them. The rules are permanently displayed around the school in each classroom and they are consistently referred to by all staff. They form an acrostic for our school motto of 'Let your light shine bright.'

Be a shining example

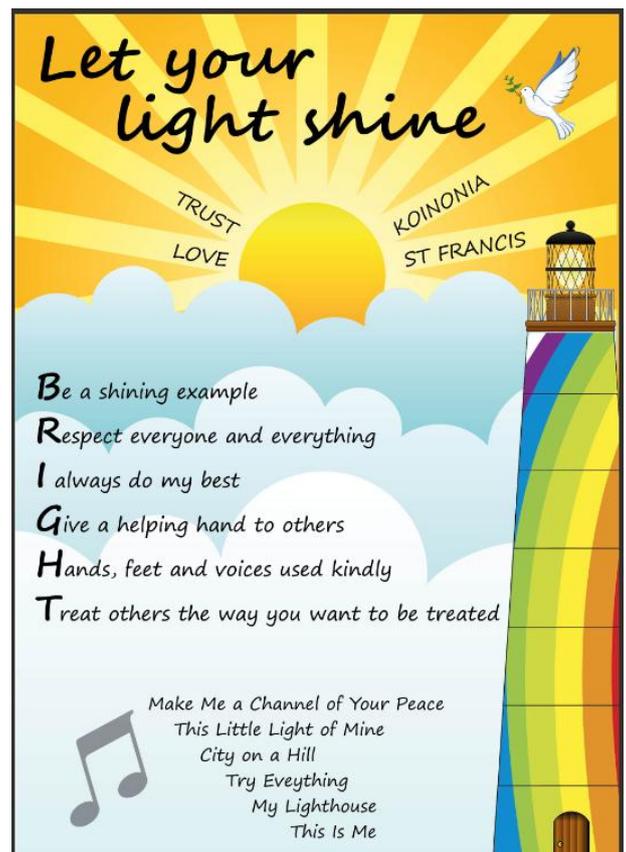
Respect everyone and everything

I always do my best

Give a helping hand to others

Hands, feet and voices used kindly

Treat others the way you want to be treated



These are displayed inside and outside of school to ensure children are familiar with them.

School Values

Our core school values are love, trust and koinonia. More information can be found on the school website in the *Our Vision and Values section.*'

Encouraging Positive Behaviour through the Curriculum

- Provide quality teaching which encourages engagement and exploration
- Ensure engaging and impactful activities matched to children's abilities
- Vary lesson pace
- Plan for and support SEND students
- Effectively deploy other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Provide a comprehensive programme of PSHE and be prepared to provide responsive lessons to unforeseen events in school, the wider community, nationally and internationally

Encouraging Positive Behaviour through a Climate for Learning

- Create a climate where children have equal status
- Cultivate a working environment which is comfortable, attractive, interesting and safe
- Establish a climate where there are clear expectations about behaviour and work habits
- Be clear about the relevance of classroom activities
- Work towards an ethos where children can have an increasing role in shaping classroom activity
- Be explicit in expectations of what constitutes achievement and encourage children to work towards relevant standards
- Support children to try new things and learn from mistakes

Encouraging Positive Behaviour through Personal Growth

We aim to develop children's' personal growth through a climate where the following are cultivated:

- An ability to recognise their own feelings and understand they have a choice in how to act on them
- Respect for self and others
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others

- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others
- Openness to the ideas of others and tolerance for differences
- Right to make mistakes
- Active people (staff and children's) learning with others
- Respect and admiration for differences in learning style and interest
- Co-operative evaluation and self-evaluation (with help)

Thrive & Zones of Regulation

Thrive is the framework we use to empower children with social and emotionally effective skills to deal with challenges they may face on a daily basis. It encourages children to engage with positive emotions and identify self-regulation strategies to help them make positive choices. The basis of Thrive is taught to all children and is embedded in our daily behaviour management strategies - all emotions are valid and how we choose to respond to these emotions is the important factor. The language of Thrive is used throughout school, alongside zones of regulation. Thrive is also used on a more personalised level as a means of intervention to further support children who struggle to regulate their emotions to enable them to make positive choices daily.

Addressing misbehaviour

Staff will always respond to poor behaviour calmly and in private both in the building and on the playground. These such incidents are viewed as an opportunity to help a child reflect on their choices and identify how they can learn from the situation.

Staff intervene very briefly when a child is misbehaving with a planned and predictable script, such as *'I noticed you are choosing to throw paper all over the floor. This is not showing respect for our classroom. By doing that, you have chosen to tidy the classroom at the end of the lesson / start of break. You are better than the behaviour you are showing today. Do you remember yesterday when you helped me tidy up without me asking? Remember how proud you felt? That is the person I know, that is the Sam I need to see today. Thank you for listening.'*

Restorative Conversations

Where a child has behaved in a way which is counter to the school rules and values either in the building or on the playground, a restorative conversation may be held between the member of staff dealing with the incident and the child. This is recorded as a tally for that day on the behaviour tracking sheet. It is important to note that not all incidents need to be resolved in this way. The atmosphere in a restorative conversation is supportive and reflective rather than a judgmental attack on a child's behaviour. Restorative conversations follow a consistent Key Stage questions (which can be worded differently to meet different children's understanding but always ensuring the crux remains the same).

The restorative conversations are based on a selection of the following questions (not all questions would be asked):

1. What has happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How were they affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Depending on the child's responses, there may be further supplementary questions. As part of the restorative conversation, the child is given the opportunity, and supported, to reflect on the impact of their behaviour and how they can make things right.

Members of staff will use their own judgement about whether it is appropriate to hold the conversation immediately or if it is better to delay it. For example, the child and/or adult may require a short period of 'cooling down' time to ensure that the restorative conversation is held when all parties are best placed to benefit from it. Equally, it may not be possible to hold the conversation immediately if this will impact on lessons and learning opportunities.

In some cases and for a variety of reasons, the member of staff who has discovered the incident may feel it is more appropriate to refer the child to a colleague, such as the in-school positive futures worker, the deputy head or the head teacher. In this case, the restorative conversation, following the same consistent script, would be held by the person to whom the incident was referred.

Restorative Conversations where there has been a conflict

Where there is conflict between two or more children:

- This is investigated fully by a member of staff
- Children involved are given the opportunity to share their concerns and views about the conflict (including using the script above)
- The member of staff acts as a facilitator to help resolve the conflict and supports and encourages all parties involved to seek a resolution.

Physical Strategies to Support Self-Regulation

We deploy physical strategies as self-regulation tools as a teacher led strategy in class and following professional recommendations for individual children. These include:

- Sensory tools suited to the different sensory needs of the children
- Use of the breakout space/sensory area
- Movement breaks
- Visual cues to help identified children make the correct choices (now and next boards, visual timetables etc)

Frame of Language for Children

Through coaching and role play, we explicitly teach children how to handle conflict. We provide children with a frame of language, which is appropriate to their age and misbehaviour, to support this. For example:

"When you were running away from Alice how do you think Alice felt? Do you think Alice understood why you were running away?"

"Maybe instead of running away next time you could say something like 'I know you're just trying to help me Alice but I need some time by myself. Please can I come and find you later when I have cooled off'."

Or

"What happened after you pushed Adam? Do you think it solved the problem?"

"Maybe next time instead of pushing, you could take two steps back and say to Adam 'I didn't like it when you did/said XYZ, please don't say that to me again' in a firm voice".

Emotional Literacy

We explicitly teach children how their feelings and difficulties impact their behaviour.

There is an expectation that all staff help all children become more aware of how behaviour can be a result of a challenge that a child is experiencing and that at different times, children may need different techniques or strategies to help them, and that this is relevant for some children more than others.

Taking Responsibility for Choices - logical consequences

Following a discussion with the child, staff may feel, in some instances, it is necessary and appropriate for there to be a consequence for the child's behaviour. Consequences should always be related (and never arbitrary) to the misbehaviour **so the child can learn from it**. However, it is not expected that there will always be a consequence; an alternative such as focusing on solutions, creating routines, offering limited choices or dealing with the belief behind the behaviour may be more appropriate. Should a child refuse to complete their tasks to the expected standard they will not have earned their playtime until the task is completed.

Community Service

In some cases, the child will be directed to carry out community service with the support of class staff. This should be explained in a meaningful way to the child so they understand there is a direct link between their actions and the consequences. For example, if a child has made the yard an unpleasant place during playtime due to being unkind to other children, their community service could be to pick litter up from the yard to make it a nicer place for everyone else to be.

Informing Parents / Carers

It may be necessary to inform parents of the misbehaviour if it is serious or if it is part of a pattern of behaviour, in line with warnings and actions taken in class – see below. Contact with parents from Level 2 upwards will be recorded on CPOMS. This will usually be done by either the class teacher in the first instance following the behaviour levels outlined below:

- Verbal warning – no contact with parents / carers
- Level 1: Your child has had a final verbal warning for continued misconduct and breaking of the school rules
- Level 2: An e-mail will be sent to you so you can speak with your child about the expectations of their behaviour in school. Your child has been moved to a different position in the classroom, given controlled choices and has lost some

of their playtime due to continued misconduct and breaking the school rules. This will be recorded by staff on CPOMS.

- Level 3: You will be telephoned by the class teacher to request your support with a concerning level of misconduct. They have been moved to work without distraction at a table by themselves and has lost the whole of playtime. This will be recorded by staff on CPOMS.
- Level 4: You will be asked to meet with the teacher as a matter of urgency to plan together how to support your child in following the school behaviour policy. We may request a referral for family services support at this stage as your child is not responding in the typical way to school rules and expectations, especially if this is new behaviour that we have not seen on their entry to St Francis'. This will be recorded by staff on CPOMS.

Persistent Misbehaviour

We are aware that there are experiences in school that can trigger patterns of behaviour in children. These triggers may relate to learning, peers, adults/authority, or other factors in a child's life. Where a child repeatedly misbehaves, we keep a log of the child's behaviours and the situation surrounding them. In doing this, we can:

- Increase our awareness
- Recognise potentially disruptive situations and attempt to minimise them
- Implement strategies to manage behaviour within the school e.g. some children may be unable to co-operate in a group situation for very long and they would require closer observation/greater input.

We will enable all children to shine their light bright by responding in the following ways to misbehaviour:

Level 2 misconduct and breaking of school rules					
Sanctions					
<ul style="list-style-type: none"> • Own individual resources within the classroom (i.e. own table / individual timeline etc) • Parents MUST be informed. Contact from teacher (email) • Removal of privileges - loss of some/all break time • Removal from classroom Individual space to calm down • Working restoratively - mediation between children • Possible referral to the SENCO for advice • Possible Risk Assessment 					
Refusal	Verbal	Property	Disruption	Physical	Bullying
Leaving the classroom without permission, but staying within the supervision of adults	Using language which offends others	Defacing others work	Disrupting the class so that learning is affected	Threatened violence	Selective friendships
Ongoing refusal to follow instruction	Swearing to release frustration	Deliberately damaging school or personal property	Manipulating others to make a poor behaviour choice	Deliberate minor physical assault: including hitting, strangling, punching, kicking and biting	Deliberate exclusion
Refusing to do work/avoiding work	Swearing under breath/indirectly			Spitting on things	Name calling
Refusing to come out of toilets/hiding place					
Telling lies directly to an adult to get another in trouble					

Level 3 misconduct and breaking of school rules

Sanctions

- Parents/carers informed by phone call
- A formal meeting with parents may be needed– Boxall profile and Thrive behaviour assessment completed
- Internal exclusions including playtime and lunchtime until conduct improves in lessons and collective worship
- Behaviour support plan completed
- Changes to curriculum / timetable
- Possible increased adult support
- Structured lunchtime/breaks
- Risk Assessments
- Positive Behaviour Chart
- Pupil Daily Comments Sheet

Refusal	Verbal	Property	Disruption	Physical / Substances	Bullying
Refusing to follow any instruction from any member of staff	Using language purposefully to offend Swearing directly to intentionally hurt or abuse someone Racist, sexist and homophobic abuse as a singular incident	Proven stealing of school or personal property Substantial damage to school property	Persistent, significant disruption to learning Using threats to force others to make poor behaviour choices Extortion – obtaining something of value through threats or force	Possession of an object that could be used intentionally to harm someone Serious fighting Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking and biting children or staff Spitting at someone Smoking / vaping	Regular, targeted behaviour incidents from one child to another Repeated malicious/ threatening name calling

Level 4 misconduct and breaking of school rules

Sanctions

- Fixed term Suspension / Exclusion
- Durham County Council informed of misconduct for formal recording
- Headteacher meeting with parents
- Report to police (where appropriate)

Refusal	Verbal	Property	Disruption	Physical / Substances	Bullying
Leaving the classroom without permission, not staying within the supervision of adults Leaving the school site without permission Refusing to follow any instruction from any member of staff for a significant period	Serious verbal abuse Racist, sexist and homophobic abuse, taunting or harassment.	Arson Serious deliberate damage to school or personal property	Persistent, significant disruption to learning despite numerous strategies engaged to deescalate	Deliberate serious wounding Sexual misconduct Alcohol or substance abuse Inappropriate use of prescribed drugs Possession of illegal drugs Drug dealing	Proven and persistent bullying

Counselling

We recognise that for some children, their needs will not be met solely by the practices in this policy and for these children we provide access, in school, to counselling sessions. Children are eligible if they are displaying a need either at home or at school.

Mental Health Support Team (MHST)

We recognise that for some children, their needs will not be met solely by the practices in this policy. For these children we discuss with parents the possibility of making a referral children to the MHST Children are eligible if they are displaying a need either at home or at school.

Child on Child Abuse

See separate Anti-bullying Policy.

Serious Incidents

We have the right to take measures to keep children and staff safe. These measures include:

- The legal right to confiscate inappropriate items from children such as mobile phones
- Statutory powers to discipline children who behave badly on the way to and from the school, for instance when travelling on buses or in the local area
- Staff have the power to search groups of children if they suspect one of them is carrying a knife or other offensive weapon or inappropriate items
- A legal duty on schools to make provision to tackle all forms of bullying
- Searching bags if there has been an incident of theft

There will be zero tolerance of any form of serious assault on children or staff.

Positive Handling (using physical restraint)

Staff will be trained in the use of physical restraint using 'Team Teach'. Positive handling will only ever be used as a last resort when all other de-escalation strategies have been exhausted or where there is an immediate risk of harm if physical restraint is not employed.

Physical force will never be used as a form of punishment or to make a child enter the school building on arrival. Incidents that require the use of positive handling /restraint can be very upsetting to all involved and may result in injuries to children or staff.

Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase. Children should be given time and space to calm down after an incident and when ready, be reintegrated back into their classroom as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident.

It is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require more than basic first aid. All injuries should be reported and recorded on an accident form.

Whenever positive handling /restraint is used, the incident must be recorded on CPOMS and a 'Positive Handling' form will need to be completed by the member of staff involved and any witnesses within 24 hours of the incident.

See also the Restrictive Physical Intervention Policy.

Suspension and Exclusion

At St Francis Horndale CE Primary School, we view exclusion as the very last resort and aim to work with parents and external agencies to avoid this option as far as possible, whilst at the same time considering and ensuring the safety and well-being of the rest of the school community.

Only the Head Teacher and Deputy Headteachers – in the Headteacher's absence, can take the decision to exclude a child.

The reason(s) for exclusion has to be so serious that this merits the child being off-site for either a fixed term exclusion or in very serious circumstances, permanent exclusion.

Permanent exclusion is a very last resort.

The reasons for a Fixed Term exclusion may include:

- Physical harm to another child
- Persistent racist behaviour
- Actual serious damage to school property
- Assault or verbal abuse to staff
- Persistent disruptive behaviour to peers in class (preventing learning taking place) or at playtimes for which all other methods of reforming of attitude have been exhausted
- Any involvement with drugs

- Carrying or bringing into school what constitutes an offensive weapon, something which can cause harm to another person (e.g. screwdrivers, knives/penknives, nails, baseball bats etc.)
- Behaviours outlined above at Tier 3.

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents, Chair of Governors and LA.

The school Exclusion Policy and Durham County Council procedures will be followed.

A permanent exclusion may result from:

- Serious physical harm to another child
- Abusive, threatening or violent behaviour towards a member of staff
- Continuous disruption to the learning of classmates, which seriously impinges upon the learning of peers
- Uncontrollable rages which could, potentially, put others in danger.

There may be other instances in which this sanction becomes necessary but the school would undertake to have a dialogue with the Local Authority before taking any such action relating to permanent exclusion. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governor discipline committee. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded children's from the sixth school day of any fixed period of exclusion of more than five consecutive school days of a permanent exclusion. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Children's conduct outside the school gates

Teachers at St Francis Horndale, in line with DFE guidance, have the power to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable" and we will uphold the right to do so at St Francis'. We would identify this as misbehaviour when the children's is:

1. Taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or is some other way identifiable as a children at the school.

OR

2. Misbehaviour at any time, whether or not the conditions above apply could have repercussions for the orderly running of the school or poses a threat to another children's or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour our teachers can only discipline children on the school premises or elsewhere when the children's is under the lawful control of the staff member. When non-criminal bad behaviour and bullying occurs off the school premises and which is witnessed by a staff member or reported to the school, we will work with both the child(ren) and perpetrators (if they are members of our school community) and parents/carers/siblings/families of those involved on both sides.

We will involve other services if we feel that this is appropriate. – School will implement sanctions where the student behaviour outside the school gates affects the safety of the children and/or the school's reputation or behaviour within school

When online antisocial behaviour, outside of school, causes upset and harm to children, we will work with parents and the children. Where parents/carers are facilitating their child coming to harm through allowing use of age inappropriate apps and games e.g. WhatsApp, school will highlight this to parents/carers and may inform the Social Care Team.

APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter	17+	18+
 TikTok	 Kik		
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		

Power to search without consent for prohibited items

St Francis Horndale CE Primary School reserves the right to search for prohibited items if we feel that the evidence and risk associated with the item are proportionate. Items we would use the 'power to search' for are:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Vapes, tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography would always be handed over to the police, otherwise it is for the school's Headteacher to decide if and when to return a confiscated item.