

FRANCISCAN PRIMARY SCHOOL & CHILDREN'S CENTRE

Positive Behaviour Policy

Our vision is to provide an education of the highest quality within the context and understanding of shared values; care, consideration, cooperation, honesty, responsibility, respect and openness. Overall as a school we endorse UN Convention on the Rights of the Child (CRC) and this is at the heart of our school ethos: rights and respect in all relationships, whether between children or children and adults. We aim to empower children to engage in collaborative decision making and develop positive relationships on all levels across the school community.

- **Article 28 – Right to education.** ...Discipline in schools must respect children's dignity and their rights.
- **Article 29 – Goals of education.** Education must develop every child's personality, talents and abilities to the full.



Reflection...

- *'The most common causes of misbehaviour in the classroom are: boredom, inability to do the work set, being asked to work for too long, not understanding what is expected of them, attention seeking, not feeling valued'.*

(Additional Needs Net 2002)

Behaviour Policy

This policy is based upon the rights and responsibilities of all adults and children which are inextricably linked.

Teachers and other adults expect to:	Teachers and other adults actions
<ul style="list-style-type: none"> • Be able to teach and support learning without hindrance; • Feel safe; • Be supported by colleagues; • Be listened to. 	<ul style="list-style-type: none"> • Enable all children to learn; • Create a positive environment in which children feel safe and able to learn; • Seek out and celebrate improvements in learning; • Treat children with respect;
Children have the right to:	Children's rights respecting actions
<ul style="list-style-type: none"> • Article 29 We have a right to an education • Article 19 We have a right to be safe You must be protected from being hurt and mistreated, in body or mind. • Article 31 We have a right to rest and play • Article 15 You have the right to choose your own friends and join groups as long as it isn't harmful to others. • Article 30 We have the right to practice our own religion and culture • Article 2 We have the right to be treated fairly 	<ul style="list-style-type: none"> • To have a good attitude towards learning and practice our skills • Follow safety instructions /treat others nicely • To play nicely • To learn and practice our own religion as well as respect the beliefs of others • Treat others fairly

It is essential to manage behaviour in a fair and consistent way; promoting and rewarding positive behaviour and applying appropriate consequences where necessary.

Good behaviour needs to be taught, it does not simply happen.

All members of staff have a corporate responsibility for promoting positive behaviour by applying the policy consistently. It is a matter of professional responsibility to support the school's practices and plans. This is essential for realisation of the aims of positive behaviour management.

Reflection...

- *'The most common causes of misbehaviour in the classroom are: boredom, inability to do the work set, being asked to work for too long, not understanding what is expected of them, attention seeking, not feeling valued'.*

(Additional Needs Net 2002)

Positive discipline policy

- Learn what is typical for the pupils' age.
- Make sure your lessons are planned, but flexible.
- Make clear your expected outcomes.
- Be positive and show plenty of praise.
- Be consistent.
- Talk to the children respectfully. Never shout.
- Establish good relationships with parents at the school gate.
- Try to understand a child's misbehaviour.
- Give pupils choices linked to your desired outcomes.
- Avoid threats and ultimatums.
- Help your pupils learn from their mistakes.
- Be a positive role model.

10 Principles for Good Behaviour Management

All staff will follow the 10 principles for good behaviour management.

1. Teachers will clarify the common rights, rules and responsibilities at the classroom level, and the general duty of care
2. The school's rights-responsibilities-routines code forms the basis of all behaviour management and discipline. Everyone has the right to:
 - Feel safe
 - Learn to the best of their ability
 - Be treated with dignity and respect
3. Minimise unnecessary confrontation when managing pupils
 - No sarcasm
 - No humiliation
 - No put downs
4. Use positive corrective practice wherever possible
 - Plan corrective language
 - Least to most intrusive – including body language and personal space
 - Allow take up time
5. Keep the focus on the primary behaviour. Avoid argument.
 - Tactically ignore the non-verbal secondary behaviour
 - Keep the focus on the primary issue
 - Avoid argument
 - Refocus the secondary dialogue
6. Invite, model and expect respect.
 - Separate the behaviour from the person
 - Allow the consequences to do the teaching
 - Use private rather than public reprimands, whenever possible
 - Take pupils aside to focus on what they should be doing
 - Avoid holding grudges
 - Re-establish the relationships after correction
7. Utilise related and reasonable consequences
 - Consequences can be related or deferred
 - Emphasise the relatedness of the behaviour and the consequence
 - Emphasise certainty rather than severity

8. Actively promote, teach and support positive behaviour.
 - Acknowledge pupils who are behaving responsibly
 - Use positive classroom rules
 - Give regular encouragement, verbal and non-verbal

9. Have a clear, school wide, agreement on the reasons for and the use of time out.

10. Build, promote and utilise a united approach to behaviour management.

All adults will do all they can to avoid:

- | | |
|-----------------------|------------------------------------|
| • Humiliating | as it breeds resentment |
| • Shouting | as it diminishes you |
| • Over reacting | as the problem grows with you |
| • Blanket punishments | as the innocent will resent them |
| • Over punishments | never punish what you cannot prove |
| • Sarcasm | as it damages you |

Never leave pupils outside of the room and unsupervised.

Seek help if you need it and do all you can to:

- | | |
|---------------|----------------------------|
| • Use humour | as it builds bridges |
| • Keep calm | as it reduces tension |
| • Listen | as it earns respect |
| • Be positive | as it builds relationships |

Encouraging and reinforcing positive behaviour

At Franciscan Primary School we base our approach to behaviour management on a system of rewards, as we believe that the encouragement and reinforcement of desirable behaviour is the most effective and positive means of behaviour modification. Consequences occur when necessary and as appropriate to the child, the circumstances and the behaviour that has taken place. Each day will be a fresh start, although there may be occasions where consequences may be continuing.

Values Based Education

We believe that it is our values that determine our thinking and behaviour. They are the principals, fundamental convictions and standards that act as the general guides to our behaviour. They are the standards by which particular beliefs and actions are judged to be good or desirable. Each month a new value is decided upon and shared in assemblies and through displays and woven into lessons as appropriate.

Values include:

Hope	joy	patience	tolerance	unity
Humility	friendship	peace	courage	understanding
Love	thoughtfulness	trust	happiness	quality
Simplicity	quality	care	appreciation	

Consequences

Children need to be encouraged to make choices about their behaviour and take responsibility for their own actions. Choice will be guided by their responsibilities and will lead to positive or negative consequences of sensible or inadvisable choices. Responsible choices will lead to positive consequences according to the nature of the choice. Children will know the consequences of sensible or inadvisable choices. Responsible choices will lead to positive consequences, while if children choose to behave inappropriately there will be known negative consequences.

Risk Assessment

When a child's behaviour is known to cause his/hers or others health and safety to be put in jeopardy, a risk assessment will be undertaken to determine the best appropriate course of action.

Staff code of conduct

All staff have a responsibility for setting a good example with regard to behaviour, work ethic and showing respect to others. We must have high expectations and apply policies and procedures firmly, fairly and consistently.

Exclusion

It is vitally important that we have the highest expectations of all the children in our care, and that pupils are in school whenever possible. The learning and safety of all our children relies on the good behaviour of all.

In exceptional circumstances it may be necessary to exclude a child from school. When this happens the most recent local authority (LA) version will be followed. Exclusion may be either a fixed term or permanent. It is the head teacher's responsibility to decide whether a child should be excluded.

Exclusion will only happen:

- In response to a very serious breach of the school's behaviour policy;
- If allowing the pupil to remain in school will seriously harm the education or welfare of the pupil or others in the school;
- For persistent and defiant misbehaviour including bullying.

Partner Agencies

Full use will be made of such agencies as Education Welfare, Social Services, Health Services, Education Psychology and School Support services when it is thought appropriate and beneficial to the child.

We will also make use of our own Learning Support Unit (LSU).

Bullying

Everyone at Franciscan Primary School has the right to feel welcome, secure, happy and safe. Only if this is the case will all members of the school community be able to achieve their best. Bullying of any sort prevents this from being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

Where bullying exists the victim must feel confident to activate the anti-bullying systems within the school, to end the bullying. It is the school's aim to challenge attitudes to bullying behaviour, increase understanding for bullied pupils and build an anti-bullying ethos in the school.

(Please see Anti-Bullying Policy)

Racial and sexual harassment

These are both forms of bullying.

A working definition of racial harassment which is applicable to all forms of harassment is "violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism". (Commission for Racial Equality)

All racist incidents are reported to Wandsworth Borough Council.

Parental Involvement

At Franciscan Primary School we give high priority to working in partnership with parents. Parents have a vital role in promoting and maintaining positive behaviour in school; therefore effective home/school communication and cooperation is important.

The school expects parents to give their full support in dealing with their child's behaviour. (Refer to the School/Home Agreement)

We ask parents to:

- Keep us informed of behaviour difficulties they may be experiencing at home
- Inform us of any trauma which may effect their child's performance or behaviour at school e.g. death in the family.
- Inform us about their child's ill health and any absences connected with it.
- Ensure their child arrives at school on time, is collected on time and wears school uniform.
- To attend parent/teacher meetings and discuss their child's progress

The school will endeavour to achieve positive home/school communications by:

- Promoting a positive environment in school
- Giving regular, constructive feedback on their child's work and behaviour
- Encouraging parents to come into school activities by sharing assemblies, newsletter, curriculum talks etc.

Physical contact between staff and pupils

At Franciscan Primary School we aim to provide a calm, well ordered and secure environment. On occasions it may be necessary for staff to have physical contact with pupils for a variety of reasons.

SEN

Where the behaviour of a child is giving cause for concern and is not responding to the consistent application of the behaviour policy an Individual Education Plan (IEP) will be drawn up which will have specific targets to promote positive behaviour. This will be reviewed at least each term and the child will be designated as having a 'special education need' in terms of their behaviour. This process will be managed in accordance with the SEN policy.

Equal Opportunities

Franciscan Primary School aims to be a fully inclusive school which works hard at creating a welcoming community which fosters psychological, emotional and intellectual growth. Our aim is to provide the best possible learning experiences for all children. This includes giving appropriate support to pupils who require something different to access the curriculum and wider opportunities.

Child Protection

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, moral and spiritual development of the individual child.

(Please see Safeguarding Policy)

Reward Systems

Smile and praise. Praise should be explicit so the child knows exactly what it is they are being praised for.

Share work/behaviour with another adult/and or with the rest of the class.

Share work/behaviour with the headteacher.
(See Children's Behaviour Policy)

Merit Assembly

There is a Merit Assembly held every Friday morning where children are given the certificates they have earned during the week. These are awarded by all members of staff for good work, behaviour and attitudes –in line with our values, rights and responsibilities.

The Chance Box

Teaching Assistants / Mealtimes Supervisors award children 'Chance Cards' for positive behaviour and attitude demonstrated around the school. The cards are placed in the Chance Box. Three random names are picked from the box during the Merit Assembly and the children are able to choose a prize.

Class Dojo Points

This is an online incentive reward system. Children select and name their own Dojo character through which they are awarded points by adults for good work or behaviour. Parents can access the class Dojos at home and gain an awareness of their child's attitude to learning.

Consequences

Consequences can be immediate or deferred. There should be a link between the behaviour and the outcome applied to enable pupils to choose their own behaviour.

Immediate Consequences

- A frown and/or a warning
- Sitting/working away from others
- Cool-off time in the classroom.
- Time-out, taken away from the classroom or activity.

Deferred consequences

- A chat after the session/activity
- Catch up with work in pupil's own time
- Fixing the situation later – tidy up etc
- Headteacher involved
- Parents are invited in to discuss the problem.
- Behaviour contract is drawn up and agreed by all parties.

If the children are involved in any incidents they will need to complete a '**Managing My Behaviour sheet**'. This gives them the opportunity to think about their actions and making better choices. (See appendix 2)

Playground

The children have written their own Playtime Charter (p.11).
If a child is causing problems on the playground the steps will be:

- Time out outside

- Standing by the person on duty

If the behaviour is persistent the result will be a loss of playtime.

Violent / aggressive behaviour will result in the child having solitary playtimes for a fixed period of time.

Each situation must be dealt with separately.

The action taken must take into account the circumstances and the individual.

Reflection Room

Children go the Reflection Room, a designated room, for reflection on their behaviour. (See Behaviour Management Poster)

Playground Pals are children from Year 2 to Year 6 who have been trained to support their peers in the playground. They look out for children who are lonely and help them to find friends.

Playtime Charter

ADULTS' Rights Respecting Action	RIGHTS	CHILD'S RIGHTS RESPECTING ACTION
To give time for children to play with friends	<u>Article 15</u> Freedom of association To play with friends	To respect our friends
To respect the time dedicated to play	<u>Article 31</u> Leisure, play and relax To be free in playtime and not work	Manage own behaviour
To offer comfort and treat wounds appropriately	<u>Article 19</u> Protection from violence, abuse, neglect Get help from an adult if we are hurt	To tell an adult if you or someone else has an accident

THE LUNCHTIME CHARTER

Class Charter/Contract

At the beginning of every academic year each class will draw up a **class charter** which is based on rights respecting behaviour and attitudes.

Adults' Rights Respecting Action	Rights	Child's Rights Respecting Action
To provide a healthy menu	Article 24 (Health and health services) To eat healthy food	Not to waste the food
To provide a clean dining hall	Article 24 To eat in a clean dinner hall	To tidy up our mess
To allow children to chat with friends	Article 15 -(freedom of association) To chat with friends	Not be too loud
To ensure the menu is wide and varied	Article 14 (Freedom of thought, belief and religion) To eat foods ideal to our cultural, religious, medical or lifestyle needs	To ask politely what is on the food

Class charters will be visibly displayed in each class. Children will sign the charter and copies of the charter will go home.

A whole class reward system will link to the charter for example: 'Dojo Points/ Golden Time'.

There will be no reward systems within the classroom where children are in direct competition with each other.

Key Features of the classroom behaviour plan

Please see Sunshine and Clouds Behaviour Chart (appendix 3)

School Charter

Adult's Rights Respecting Action	Rights	Child's Rights Respecting Action
To teach children to learn new skills through exciting lessons	Article 29 We have a right to an education	To have a good attitude towards learning and practice our skills
To provide a safe environment for all	Article 19 We have a right to be safe	Follow safety instructions Treat others nicely

	We have the right to be protected from being hurt and mistreated, in body or mind.	
To ensure children have a safe environment to learn and play	<p>Article 31</p> <p>We have a right to rest and play</p> <p>Article 15</p> <p>We have the right to choose your own friends and join groups as long as it isn't harmful to others.</p>	To play nicely
To respect all religions and allow children to practice what they believe	<p>Article 30</p> <p>We have the right to practice our own culture, language and religion or any we choose. Minority and indigenous groups need special protection of this right.</p>	To learn and practice our own religion as well as respect the beliefs of others
Treat all children fairly	<p>Article 2</p> <p>We have the right to be treated fairly</p>	Treat others fairly

Appendices

Appendix 1

Child Behaviour Policy

Appendix 2

'Managing My Behaviour' sheets for children

Appendix 2a

Standard letters to parents

Appendix 3

Sunshine and Clouds Behaviour Chart

Appendix 4

Behaviour management Poster (new Autumn 2013)

**Behaviour Letter
Appendix 2a**

Date:

Dear Parent/Carer,

XX behaviour is giving cause for concern in the following area/s:

Hurting others

Racist taunts /behaviour

Not following instructions

Teasing /name calling

Destroying property

Homophobic Language

Disrespecting adults

Inappropriate Language

Displaying a poor attitude

Comments:

This is unacceptable behaviour in our school. As a result he/she will spend

10 minutes 20 minutes 30 minutes all of their lunch time play in the Reflection Room.

This is the () letter sent home.

Please talk to your child about this incident and its consequences and return the acknowledgement slip below.

Thank you for your support.

Yours sincerely,

Class Teacher

Senior School Leader

I have spoken to about his/her behaviour.
any)

Parent/carer comment (if

.....
....

Signed (Parent/Carer):..... Date:.....

Steps to Managing Behaviour

Pre-requisites:

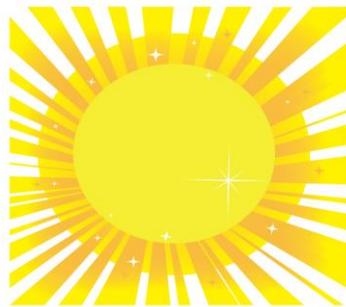
Praise and encourage all children at every opportunity.

Ensure all activities are differentiated effectively (*ie; all children can be successful*)

Discuss the behaviour in terms of rights and responsibilities



The gold star is for exceptional behaviour



All the children start and end the day in the sunshine.

- First give a warning about the poor behaviour.
- Continuation of the behaviour: the child moves into the think pink cloud. *This gives them an opportunity to **think** about what they have done (removed from activity); modify their behaviour; make amends and/or make the choice to earn their way back to the sun by the end of a session or move into the **red** sanction cloud.*



- The sanction cloud means that children will be missing minutes off their playtime; spending time in another class or, depending on seriousness, seeing a member of the LT.



**Incident Letter
Appendix 2a**

Date.....

Dear Parent/Carer,

.....was involved in the following incident:

This is unacceptable behaviour in our school. As a result they spent
10 minutes 20 minutes, 30 minutes all of their lunch time play in the
Consequence Area.

This is the (No.) letter sent home.

Please talk to your child about this incident and return the acknowledgement slip below.
Thank you for your support.

Yours Sincerely,

Class Teacher

Senior School Leader

.....
.....

I have spoken to about this incident.

Parent/carer comment (if
any).....

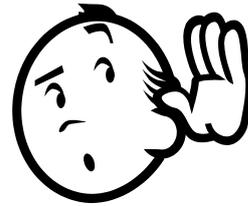
.....
.....
.....

Signed (Parent/Carer):..... Date:.....

Managing My Behaviour

Early Years

I will:



- Share the toys be kind to the children listen to adults

	Monday	Tuesday	Wednesday	Thursday	Friday
am					
pm					

Respect mine and the Rights of Others.

The right I did not follow was:

My responsibility was to:

From now on I will:

My Apology:

Incident Record Sheet

What happened?

Who did you tell?

How did they deal with it?

Are you happy with the result?

Approved by Governing Body on _____

Chair of Governors _____

Date: Dec 2017

Review Date: Dec 2019