



Holy Family Catholic Primary School

Always our best for God, each other and ourselves

Behaviour Policy

Rationale

At Holy Family School we believe that all pupils should feel that they are valued members of the school and that all members of the school community have the right to be treated with kindness and respect. We are a caring community, whose values are built on mutual trust and respect for all. This policy has been designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and valued so that good relationships are developed in order that people can work together with the common purpose of helping everyone to learn. The Mission Statement outlines the values that everyone involved at Holy Family is expected to share.

We treat all members of the school community fairly and apply this policy in a consistent way.

We aim to help all children to grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

All staff are expected to:

- Treat everyone with kindness, respect, fairness and consistency at all times
- Seek to build positive relationships and help others in any way they can
- Put the children first

Pupils are expected to:

- Be ready to learn
- Be respectful to everyone
- Keep themselves and each other safe

These principles underpin our entire behaviour policy and are referred to as '*Ready, Respectful, Safe.*'

Procedures

Good behaviour

- Children will be rewarded with Dojo points for good behaviour.
- Children with the most Dojos in class each term will have their names put in a hat for an end of term raffle.
- Children who go above and beyond will have postcards sent home with them with a note recognising their behaviour.
- 'Star of the Week' in each class will be rewarded with a certificate and a voucher for 'Hot Chocolate with the Head'.

Managing poor behaviour

Poor behaviour must always be addressed, it must not be ignored by any adult in the school.

- Openly shaming children, such as moving them to a cloud or putting their name on a warning board, can have a really adverse effect on children and should not be done.
- Dojos are earned for positive behaviours. If children misbehave after this, it does not mean their positive behaviour didn't happen and so negative Dojos are not to be used.

If children do misbehave then the following process should be followed:

Reminder

A reminder of the expectations for learners (**Ready, Respectful, Safe**) delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices:

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.

d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- The learner will then be kept back at break or lunch to reflect on their behaviour and this should be a restorative conversation with the teacher.
 - What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.
- A message should be sent to parents on Dojo when a child receives a time-out.
- If a child has a time-out after lunch then the restorative conversation should happen the next morning before starting the day with a clean slate.
- If a child receives more than one time-out in a day then a message should be sent on Teams requesting that a member of SLT comes and speaks to the child when available.
- If a child receives more than three time-outs in a week then a formal meeting will be held with the child, the class teacher and the Headteacher or Deputy to discuss the behaviour and set agreed targets for behaviour moving forward.

Serious Incidents

In addition to this hierarchy of consequences there needs to be a severe clause to be invoked for the following:

- Persistent disruption of lesson, which prevents the learning of others.
- Swearing or rudeness to staff.
- Bullying, including homophobic bullying.
- Racist behaviour.
- Deliberate damage to property.
- Persistent refusal to co-operate with reasonable requests.
- Actual or threatened violence to pupils or staff.
- Sexual misconduct.
- Supplying or use of illegal drugs.
- Carrying an offensive weapon.

In any of these instances a senior member of staff should be involved and parents and any other appropriate bodies contacted. The incident should be recorded by the member of staff involved on CPOMS under the 'Serious Incident' category. These incidents could result in an exclusion.

There is further information on this in our Safeguarding and Child Protection Policy.

Some children may need a more tailored approach and the different strategies used for these children should be identified on their support plans.

Fixed term or permanent exclusions

An exclusion is not something the school wishes to enforce but may be necessary if it would support the pupil concerned. Only the Headteacher (or anyone deputising for the Headteacher) may exclude a pupil from school. The exclusion may be for a short period of time or longer depending on history and circumstances.

The Headteacher will inform parents of the exclusion as soon as possible by phone and then in writing within 24 working hours. The Headteacher will also inform the Local Authority and the Governing Body.

Reasons for exclusion may include any of the serious incidents listed in the above section.

The Headteacher will carry out a thorough investigation before considering exclusion and this will include seeking witness statements which will be recorded and kept on record on CPOMS.

See separate Exclusions Policy.

Monitoring

Consistent poor behaviour; aggressive behaviour and all exclusions will be recorded on CPOMS. This will be monitored termly and any patterns will result in parents being involved in looking at ways to support the pupils towards improved behaviour.

Signed: Will Harding

Date: August 2021

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