

Holy Family Catholic Primary School

Behaviour Policy

OUR MISSION

With Christ at the centre, we love one another and always try our best.

We learn together and look after each other by showing respect.

We understand that we are all unique and precious in God's eyes

Central to our aims is our school motto:

We follow in Jesus' footsteps

Reviewed – February 2021

Next Review – February 2022

Signed by the Chair of Governors.....

Behaviour Policy Principles

Holy Family Catholic 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.

As members of our community, we adhere to the values of being: *Ready, Respectful, and Safe.*

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome pupils at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to ***Be Ready, Be Respectful and Be Safe***

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviour

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a 'fresh start' for every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

Holy Family's principles:

'Be Ready, Be Respectful and Be Safe'

We recognise that a clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education.

The school has three simple rules *'Be Ready, Be Respectful and Be Safe'* which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive individual behaviour plans which may include rewards to reinforce positive behaviour.

Our rules	Visible consistencies	Over and above recognition!
Be ready Be respectful Be safe	Daily meet and greet Lovely Lines Wonderful Walking	Recognition boards Team points Certificates Home contact Postcards HT/SLT praise Class Reward

Focus on: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking Around School	Consistent Language - TIME IN not TIME OUT
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Stepped Boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message

1. **REMINDER:** I noticed you chose to (noticed behaviour)
This is a **REMINDER** that we need to be (Ready, Respectful, Safe)
You now have the chance to make a better choice
Thank you for listening
Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. **WARNING:** I noticed you chose to (noticed behaviour)
This is the second time I have spoken to you.
You need to speak to me for two minutes after the lesson.
If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking cushion

(learner's name), Do you remember when (model of previous good behaviour)?
That is the behaviour I expect from you. Think carefully.
I know that you can make good choices.
Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime.
Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. **CALMING TIME:** I noticed you chose to (noticed behaviour)
You need to:

1. Wait outside the classroom/Go to quiet area
2. Go to sit with other class
3. Go to sit in a SLT classroom
4. Go to HT's office

Playground: You need to:

1. Stand by other staff member
2. Sit on the picnic bench
3. Go to HT's office I will come and speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

TIME IN not TIME OUT that counts.

DO NOT describe child's behaviour to other adults in front of the child

4. FOLLOW UP, REPAIR AND RESTORE

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Sanctions:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Holy Family, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.

Phrases such as 'kicked off' or 'melt down' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS.

BEHAVIOUR PATHWAY

Reminder

Warning

Time-In/Calm Time

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT

Parents phoned

Parents called to school

Seclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Individual Behaviour Plans' – Appendix A.

Exclusions

Exclusions will occur following extreme incidents at the discretion of the Headteacher.

A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Holy Family School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy Headteacher and they should be recorded on CPOMS.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Permanent exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.

If a third fixed term exclusion is necessary, permanent exclusion would be considered in conjunction with County and Governors.

The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.

The risk to staff and other children is too high.

The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions made.

- **Application**

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

