

Holy Family Catholic Primary School

Behaviour Policy

1. STATEMENT OF PRINCIPLES

Together as a family community we aim to shine and achieve. As a community we aim to:

Love and value every individual

Seek to help everyone to be the best that they can be.

Keep God at the centre of all that we do.

Central to our aims is our school motto:

"We follow Jesus' footsteps"

Within our Catholic school, each and every person is seen as made in God's image and loved by him. Jesus taught us to

- Love God
- Love each other

In line with this we aim to

- ✓ Provide a caring, stimulating and secure environment in which our pupils can learn and grow.
- ✓ Establish a community where every member is respected and valued.
- ✓ Enable children to achieve their full potential in all areas of development.
- ✓ To teach and practice a moral code based upon gospel values that will prepare the children for life in today's society.
- ✓ Ensure that every child knows that they are loved by God and the school community.
- ✓ Foster the further development of home/school/parish links.
- ✓ Create a school environment where everyone is listened to and recognised as a unique individual who has a contribution to make to our school community.
- ✓ Be an inclusive and welcoming school that welcomes all pupils including those who are socially, academically, physically or emotionally disadvantaged

At Holy Family we are very fortunate in having predominantly sensible and well-behaved children whose parents are supportive when matters of discipline arise. The atmosphere in our school is welcoming, purposeful and positive. However all children, from time to time, need help in managing their behaviour and adults also need support when difficult situations develop. We support the notion of having high expectations of the children and we believe in praise when it is earned. We encourage the children to treat others as they would like to be treated both within the classroom, where every child has a right to learn and teachers have a right to teach without disruption, and within the wider community.

2. CONTEXT

This policy should be read in conjunction with the policies listed below:

- Health and Safety
- Safeguarding
- Attendance
- Single equalities
- Teaching and Learning
- Anti- bullying
- Home- school agreement
- Special Educational Needs
- Care and control

3. CLASSROOM MANAGEMENT

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Well prepared and stimulating lessons generate good behaviour and earn respect

- Teacher or teaching assistants in class before the class starts
- Be prepared for the lesson
- Keep everyone occupied and engaged
- Extend and motivate pupils
- Mark all work promptly
- Keep an attractive and tidy learning environment.

4. RULES

At Holy Family we set high standards and apply rules consistently. Relationships are vital between everyone at every level. Everyone is precious in God's eyes and should be treated with respect. Classroom rules are discussed and drawn up with the children and then displayed in classes.

5. REWARDS

Good behaviour will be promoted and encouraged by praise and reward systems. These include House points, stickers, and Golden time, Star of the week awards, half-termly certificates, and raffle tickets

Good behaviour will be pointed out and praised. High expectations will be set. The way staff treat each other should reflect the behaviour policy and mission statement. Assemblies and PSHE lessons will also promote good behaviour. Responsibilities will be given to children who behave well or need to have positive self image promoted by school.

6. SANCTIONS

In the playground

1.	Child reminded of how to behave
2.	Warning given
3.	5 minutes on the wall watching appropriate play
4.	Longer period on the wall
5.	Sent to the teacher on duty
6.	Sent to head/deputy

In the case of more severe behaviour points may be skipped

Concern sheets may be completed at any point in this process

Dinner hall.

1.	Child reminded of how to behave
2.	Warning given
3.	Child moved to sit by themselves
4.	Sent to the teacher on duty
5.	Sent to head/deputy

Concern sheets may be completed at any point in this process

In the case of more severe behaviour the first three/four points may be skipped

BEHAVIOUR LADDER – FOUNDATION STAGE

At times some children may make poor behaviour choices. At Holy Family Catholic School we will always help children to see themselves in a positive way – using praise and encouragement to promote good behaviour. However we recognise that there also needs to be a clear structure of consequences if poor behaviour continues. In Foundation Stage we use a traffic light system initially.

1.A look or a quiet word from the teacher	
2.Moving away from the other children and moving to black traffic light. Children can move back to green from here.	
3.Amber light - where children will stay for the rest of the day – loss of end of day treat	
4.Red - as amber but also sent to Head/deputy Headteacher.	
In the case of repeated poor behaviour or more serious incidents the following steps will take place	
5.A repeated red - as red but also a playtime is lost	
6.A further red -as 5 but also loss of lunchtime - which will be spent in “nurture and think room”	
7.A second repetition - as 6 but spends play times and lunch time in the inclusion room. Child will also be placed on report. (Report procedure may be started at 6 - if serious enough)	
8.If a child is on report 3 times they will then be placed on a behavioural contract	
9. Period of time in inclusion during school time	
10. Second period of inclusion	
11. A fixed term of 3 days exclusion	

Behaviour Ladder Years 1 - 6

We are proud of the good behaviour of children at Holy Family School. We have many rewards for good behaviour. Occasionally we do have times where children do not make good choices about behaviour. In these instances we follow our behaviour ladder

	<p>Loss of 5 minutes break time (on the same day) Where appropriate a first warning will be given to child and a reminder Other instances may be an instant loss of 5 minutes break time.</p>	
	<p>Loss of 10 minutes break time (on the same day) More serious incidents Recorded in Red Book and child also then spends a session in the “lunch time group” with the Learning Mentor /Headteacher Where appropriate the child may also spend time in inclusion at break times. If a child needs to be removed from the classroom they will be escorted to another classroom or the Headteacher</p>	
	<p>Loss of break time Children can instantly lose break time depending on the severity of the incident. The whole of break time lost can also be a combination of 5 and 10 minute losses in one week. Where appropriate the child may also spend time in inclusion during break/class time.</p> <p>Any child who loses the whole of break time is automatically put on report for a week with daily targets and parents are always informed. Report card to be sent home to parents each night</p>	
	<p>We would expect this to be the most serious action necessary to take. The following structure is provided to respond to the most severe behaviour. If a child is on report 3 times they will then be placed on a behavioural contract.</p>	
	<p>Inclusion - Parents are informed and invited to discuss the behaviour with the Head teacher. The child is placed in inclusion for a period of 1 or 2 days</p>	
	<p>Behaviour Contract - This includes a formal meeting with parents on a weekly basis, targets being set. Weekly report, inclusion and inclusion room time would also be used.</p>	
	<p>3 day fixed exclusion - The child is excluded from school for a period of up to 3 days. County and Governors are informed</p>	
	<p>Permanent exclusion If a third fixed term exclusion was necessary, permanent exclusion would be considered in conjunction with County and Governors</p>	

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

At Holy Family we will discipline pupils for all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, and will apply sanctions in school .

The Headteacher/teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

7. PREVENTING BULLYING

Bullying is unacceptable and is treated seriously . If we discover acts of bullying we act to stop any further occurrence of such behaviour. We offer support to the victim and also to the child who has been “bullying” to help them to change their behaviour.

Procedures followed for incidents of bullying are held in our Anti bullying policy: a copy of which can be found on our website.

8. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. 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 must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

9. USE OF REASONABLE FORCE

In our school we do not have a “no contact policy” as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

10. ROLES AND RESPONSIBILITIES

The Role of the Governors

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Role of the Headteacher

The Headteacher is responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour in line with the school behaviour policy.

Role of Parents

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are expected to support their child's learning and to cooperate with the school as set out in the home school agreement.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education .

Parents must ensure that their child attends punctually and regularly.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion

11. SCHOOL SUPPORT SYSTEMS

We recognise that for some children additional or different action may be necessary as a result of special educational need and /or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional, behavioural difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. AN individual behaviour plan will be established in consultation with the child and the parents/carers. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include nurture support through the Sunshine room or referral to an outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

12. CONSULTATION, MONITORING AND EVALUATION

The staff and governors monitor the effectiveness of this policy on a regular basis. The school keeps a variety of records concerning incidents of misbehaviour.

It is the responsibility of the governors to monitor the rate of fixed term and permanent exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and that no child is treated unfairly,

The governing body reviews this policy every two years. The Governors may however review this policy earlier than this if the government introduces new legislations or the governing body receives information on how this policy might be improved.

13. COMPLAINTS PROCEDURE

This section should be read in conjunction with the school's complaint procedures.

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

We find our children kind, helpful and co-operative and rarely need to apply sanctions of any severity. The children usually work and play well together and know that they can speak teaching and non-teaching staff should they be upset or have a problem. In those circumstances staff try to listen with an unbiased ear and give advice as required. When investigating a problem they try to establish "all sides" of the argument/situation in order to deal with it in a fair and supportive way.

Finally

We believe that every child is a gift from God, and should be loved and valued. Our behaviour policy will seek to support this philosophy.

Reviewed September 2016