

Holy Family
Catholic Primary School



Positive Behaviour
Policy

Approved January 2020

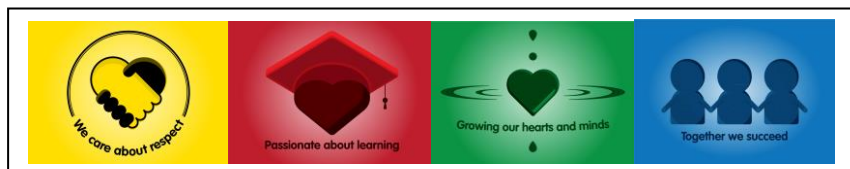
Review date January 2023



POSITIVE BEHAVIOUR POLICY

Mission Statement and School Values

At Holy Family we grow, learn and succeed in the footsteps of Jesus.



POLICY STATEMENT

At Holy Family we set high expectations of behaviour. Together, we promote positive behaviour in all our pupils and create an environment in which this can flourish. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the school community feels valued and in which there is a joint approach and shared responsibility between the parents, pupils, governors and the school staff.

Discipline within our school stems from our Catholic values and principles of love, care and respect for each other. Our Mission Statement and School Values underpins our Positive Behaviour Policy as they aim to prepare our children for the challenge of leading a Christian life, so that they will become good and honest citizens in today's world. As a school community, we endeavour for our children to 'grow, learn and succeed in the footsteps of Jesus.

AIMS AND VALUES

At Holy Family we strive to:

- Know and understand each individual child
- Foster Catholic values
- Explain the four school rules, sanctions, rewards and ensure these are understood by everyone.
- Develop a respectful, forgiving and nurturing environment.
- Help the children to become independent learners and thinkers and be responsible for the consequences of their own actions.
- Ensure children have high esteem.
- For children to respect each other as well as adults.
- To refuse to give attention for poor behaviour and conduct.
- To ensure that excellent behaviour is a minimum expectation for all
- Give children a 'fresh start' in every lesson
- Have a sense of humour when talking to children

At Holy Family our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. These rewards are aimed to motivate and help children to make the right choices.

SCHOOL EXPECTATIONS

The school has established clear expectations to which children are encouraged to aspire. All adults are expected to model the behaviour we expect from the children. Staff will remain calm when dealing with behavioural issues. We believe that emphasising positive behaviour in school will marginalise poor behaviour. A well-managed environment will encourage children to fulfil the Catholic values in their own behaviour.

Our expectations are expressed in the form of our four **School Values**:



RESPONSIBILITIES

Holy Family School is committed to encouraging good, positive behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

The responsibility of staff:



- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Be fair and equal in our treatment of all children at the school and celebrate diversity and difference.
- Be open and honest with parents where we have concerns about their children.

- Listen to parents and pupils concerns and respond to them respectfully and promptly.
- Challenge any behaviour from children that is unkind or disrespectful to others, applying this policy where required.
- Take seriously any incidents of bullying in the school and ensure issues are addressed promptly using the school anti-bullying policy.
- Help children to build their self-confidence and self-respect and to become independent learners.



- Encourage and challenge every child to succeed and achieve more.
- Share our passion for learning and teaching with children and parents.
- Be imaginative and take risks in our teaching to ensure children have a stimulating and challenging environment in which to learn.
- Keep parents informed about the planned learning topics and targets throughout the year and provide opportunities for them to share in their child's learning journey.
- Celebrate the achievements of our pupils and show them how proud we are of what they have achieved.



- Work in partnership with parents to ensure their children grow, learn and succeed at Holy Family.
- Let parents know if staff have any concerns about their child's work, progress or attendance and discuss how they can work together to enable their child to improve and grow.
- Discuss with parents any use of this policy with their children to enable parents to re-inforce messages about appropriate behaviour at school.



- Work in partnership with parents to ensure their children grow, learn and succeed at Holy Family.
- Provide opportunities for parents to be involved in the academic and spiritual development of the school.
- Keep parents informed about the progress of their child throughout the year via two parents' evenings and an end of year report.

- Let parents know if staff have any concerns about their child's work, progress or attendance and discuss how they can work together to enable their child to improve and grow.
- Discuss with parents any use of the school behaviour policy with their children to enable parents to re-inforce messages about appropriate behaviour at school.
- Keep parents informed about what is happening in the school via regular communication.

Responsibilities of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.

Responsibilities of the Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on positive behaviour, but governors may give advice to the Headteacher about particular disciplinary issues.

Responsibility of Parents



- Support Holy Family in growing the understanding of my child around the Catholic faith.
- Work in partnership with staff to help my child to grow, learn and succeed.
- Make sure my child attends school regularly and arrives on time for school.
- Arrange family holidays outside of term time and follow the school attendance policy.

- Support the school in its application of this policy and in actions taken by the school to address issues with behaviour at school.
- Support staff when they suggest trying new things and different ways of working with my child to ensure they can grow, learn and succeed.



- Ask my child questions about their reading, writing and home learning work to challenge them to have a growth mind set.
- Encourage my child when they want to give up: "You can't do it yet but you will if you keep trying".
- Feel proud of and celebrate all my child's achievements and share my pride with them.



- Act as good role models for their children.
- Ensure my child follows all aspects of the school uniform policy, including their hair, uniform and footwear.
- Let the school know if there are any issues or concerns outside of school which may impact on my child and their learning in school.
- Raise any concerns I have about my child and their experiences in school promptly and directly with Holy Family staff and not use social media as a way of raising concerns about the school.



- Ensure my child takes all their necessary bags, equipment and homework to school on the days it is required.
- Spend time with my child supporting and encouraging them with their home learning work.
- Encourage my child to have a passion for learning by finding things that interest them and which help them to learn.

Responsibility of the Pupils



- Make sure that my books and any equipment or kit I need for school are in my bag and brought to school each day
- Do the home learning work my teacher gives me and bring it into school on time
- Ask questions if I do not understand something in class or in my home learning work to make sure I know what to do. Take pride in presenting my work and make sure my work is the best I can make it.



- Follow the school rules and behave well in and around school.
- Always tell the truth and let an adult know if someone is unkind to me or to someone else in school.
- Be kind and helpful to my friends and other pupils when they need me.
- Be a good friend to everyone and do not make anyone feel sad through what I say or do to them.
- Wear the correct school uniform and stay looking smart and tidy when I am in school.



- Follow in the footsteps of Jesus every day at school.
- Not be afraid to wobble and fall into the Learning Pit.
- Choose work that I know will challenge me and help me to grow and learn.
- Always remember Austin's butterfly and never give up.....I just cannot do it yet!



- Come to school every day unless I am too unwell to come.
- Listen to my teacher and all staff in school and pay attention in class.
- Help my friends if they don't understand something in class to understand it better.

CLASSROOMS

Behaviour in the classroom is guided by our Mission Statement and Values which are on display in each classroom.

Early Years

In the Early Years classrooms, all the children start each day on the sunshine picture. The children who make positive choices will be moved up **'through the sky'**. They will go through the **rainbow**, the **star** and then the **rocket**. The children who finish the day on the rocket 'go above and beyond' will be rewarded with a certificate, small dip or sticker.

Children who choose the wrong choice will be given a verbal warning; following this the child will be given:

- 1 minute timer time out
- Sent in the joint EYFS class
- Sent to a member of SLT.

Recognition boards (Year 1 to Year 6)

By giving every child the chance to see their name on the board for good reasons, we reverse the culture of the classroom and create an environment where doing well is possible.

- Targeted at 'Learning Attitudes' not just functional behaviours.
- Names go **up** the board to recognise learners who are demonstrating the desired learning attitude.
- Learners who need reminding of the target of the day will be moved down the board (**up to two places**). Before a child is moved on the board, they will receive a verbal warning.
- Children can move up or down the board during the day (**two places**).
- Learners can nominate others to be move up the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up.
- Recognition boards will be refreshed daily.
- Learners are recognised **for effort** and **not for achievement**.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right learning.
- At the end of a half term children across the school who have consistently made it to the top of the recognition board will stand up in the Values assembly and a collective 'whoop' will be given; large rewards are not necessary.

The aim is for every child in the class to get their name on the board for demonstrating that behaviour and then go up to the top for going above and beyond behaviour expectations. We believe that having a common aim will encourage children in each class to support others to get their name on the board too. It is the adult's way of setting high expectations of all the children in each class. If adults want to see everyone listening to each other, then

this should be the focus on the board. The recognition board is about a specific behaviour, something that is **in reach of all the children in the class**.

Every day is a new start.

Acknowledgements for children who display the School Values:

- Verbal praise (Nursery to Year 6)
- General praise stickers (Nursery to Year 6)
- Values award stickers (Nursery to Year 6)
- Name on the 'Recognition board' for exceptional behaviour (Year 1 to Year 6)
- Values Ambassador awards (Reception to Year 6)
- Headteacher/Deputy Headteacher awards (Nursery to Year 6)

Reception to Year 6 classes also collect tokens, which correlate, to our School Values. The tokens can be given to an **individual, group or whole class** and are awarded when the school values are displayed. When all the tokens have been awarded the class with the most tokens can choose a treat e.g. an extra playtime or DVD etc.

Tokens are never taken away as a punishment.

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hardworking and following our School Rules and Values. In addition to verbal praise, praise may include any of the following:

Our Rules	Visible Consistencies	Over and Above Recognition
1. We care about respect. 2. Passionate about learning. 3. Growing our hearts and minds. 4. Together we succeed	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language	1. Recognition boards 2. Certificates 3. Values Stickers 4. Stickers 5. Phone call/text home 6. Verbal praise 7. Notes home 8. SLT praise 9. Class Rewards 10. Show work to another adults 11. Well done book/ HT award 12. Recommendation to HT

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 follow ALL our school values at ALL times.

You now have the chance to make a better choice.

Thank you for listening.

Example - 'I notice that you're running. You are not following our school values of we care about respect. Please walk. Thank you for listening.'

2. WARNING (said in a quiet voice to the individual only):

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 at break/lunch time.

If you choose not to follow our school values again you leave me no choice but to ask you to sit on your own/ go to the quiet area (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 not following our school values of 'Together we succeed'.

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. Go and sit on your own.
2. Go to sit with other class
3. Go to sit in an SLT classroom
4. Go to DHT's office

Playground:

You need to:

1. Stand by other staff member
 2. Sit on the picnic bench
 3. Go to DHT's office (escorted, staff member discusses behaviour quietly)
- DHT or SLT will say 'I will come and speak to you in two minutes'.

Example - 'I have noticed you chose to use rude words.

Which school value were you following when you said this? Do you understand what we expect of you?

Tell me.

TIME IN not TIME OUT that counts.

DO NOT describe child's behaviour to other adult 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 is not the severity of the sanction; it is the certainty that this follow up will take place that is important.**

SANCTIONS

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the actions 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 action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this.

Sanctions are progressive as follows:

- An initial disapproving look or gesture.
- A verbal reprimand.
- A verbal warning.
- Loss of privilege, playtime or lunchtime, always under supervision.
(*E.g. missing minutes off break, lunchtime detention, missing football etc.*)
- Loss of responsibility (Year prefect duty)
- Move child/children
 - within class
 - to another class
 - to a senior member of staff
- Behaviour discussion with the Head/Deputy Head/member of the senior leadership team
- Parental involvement - The child may then be put on a **report system** – where day to day incidents are logged and parents are expected to sign it at the end of each week.
- Fixed term exclusion.
- Permanent exclusion.
- For more serious incidents, sanctions may operate straight away.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At Holy Family School, 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', 'lost it' or 'screaming fit' 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 staff member taking the class/ group.

Incidents are logged on CPOMS (Internal Monitoring programme).

DISCIPLINARY PROCESS

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always keep to our School rules. This is not acceptable and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to help the child behave in an appropriate manner.

Children may sometimes need to be reminded of our school rules, but if misbehaviour persists the following may be applied. Depending on the nature of the misbehaviour, the level of response will be determined. Staff will judge the seriousness of an incident and apply sanctions accordingly.

Children are made aware that they are responsible for their actions.

Poor behaviour is dealt with consistently throughout the school.

To discuss an issue concerning your child:

1. When possible, please speak to your child's teacher when collecting your child from the classroom at the end of the day, once all children have been dismissed.
2. If a longer appointment time is needed, please see or phone the school office. They will be able to check with the teacher the best time for an appointment. Every effort will be made to see parents as soon as possible.
3. If you wish to discuss the matter further, please make an appointment to see the Deputy Headteacher.
4. Following this meeting, if there are still concerns, then a meeting can be scheduled with the Headteacher. Staff will endeavour to answer questions and concerns, which parents have and will deal with issues as quickly as possible. However, please understand that there are some issues which a teacher will need to investigate further. This may take a little more time and a further appointment will be made to report on investigations and steps which have been taken. The school hopes that all issues can be dealt with in a calm and positive way. If a member of staff feels threatened or abused, the meeting will end and parents will be contacted to attend a meeting with the Headteacher.
5. Serious incidents of unacceptable behaviour may be referred directly to the head or deputy head teacher. It will be important to involve parents at an early stage. It may be necessary to involve outside agencies such as the Educational Psychologist and behaviour support team.

In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2008, updated 2012) and the school initially seek advice from Trafford's Behaviour Team and also will refer to this guidance in any decision to exclude a child from school.
- In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.
- Only the Headteacher (or the Deputy in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. This would be carried out after seeking advice from Trafford's Behaviour Team.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The Governing Body has a discipline committee which considers any exclusion appeals on behalf of the Governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated.
- If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If you have concerns relating to bullying please notify the headteacher as soon as possible.

For further information, please refer to Anti-Bullying policy.

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 lessons, but the same principles of promoting good behaviour through the policy will always apply.

Addendum due to Covid-19 (May 2020)

Children who attend a school on a temporary basis because of coronavirus (COVID-19) will still be pupils for all purposes other than registration. For example, they will still be pupils for the purposes of the school's SEN, safeguarding and school medical duties. The school will be able to apply its normal behaviour policy to such children.

www.gov.uk/government/publications/school-attendance

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.

The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.