

# BEHAVIOUR POLICY



Together with Jesus, we grow in love



HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Updated November 2020

Agreed by Governors \_\_\_\_\_

Review date: September 2021

*Our multi-layered behaviour policy reflects the value placed on attachment and a trauma informed approach to the mental health and well-being of the pupils.*

### Aims and Objectives

- To provide the best possible Catholic education, inspired by Gospel values, where our Catholic ethos and faith runs through all aspects of school life.
- To provide an ethos marked by a welcoming, caring and friendly environment, where children feel happy, safe and secure. A place where excellent behaviour is expected and everyone feels valued and encouraged to develop a sense of worth, dignity, security and belonging.
- To encourage children to become independent, self-motivated and self-disciplined and prepare them for the opportunities, responsibilities and experience of adult life.
- To promote mutual respect for all, so that all members of the school community behave in a caring, considerate towards others.
- To treat all children fairly applying this behaviour policy consistently.
- To promote excellent behaviour and work, through consistently high expectations, positive examples and rewards by all staff.

### The Role of the Class Teacher and Other Staff

- The class teachers in our school have high expectations of the children with regard to behaviour and work, and strive to ensure that all children behave and work of the best of their ability.
- The class teachers are responsible for ensuring that the school rules are enforced in their classes, and that children behave in a responsible manner during lessons.
- The class teachers implement the school behaviour policy consistently and fairly, treating all children in their classes with respect and understanding.
- If a child misbehaves in class, the class teacher deals with incidents him/herself following normal school procedure using the 'Good to be Green' cards and behaviour log. If a pupil is on yellow or red then it is recorded stating the date, time and lesson. This record card will be evidence of behaviour. However, if misbehaviour continues, the class teacher seeks help and advice from one of the SLT.
- The class teacher liaises with SEND lead and external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent / carer if there are concerns about the behaviour, work or welfare of a child. Teachers are available to speak to parents / carers about behaviour at the end of each day, and specifically following the issue of a red card text.
- It is the responsibility of all support staff (including TAs and MDAs) to have high expectations of the children with regard to behaviour and work and to ensure that school rules are enforced when children are under their care or supervision. Incidents on the playground must be reported to the class teacher and where necessary recorded in an incident book.

### The Role of Parents and Carers

The school works actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. All parents and carers are given a copy of the school rules and we expect them to be read and supported.

- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and

we inform parents / carers immediately if we have concerns about their child's behaviour or welfare. Following a red card, a text message will be sent home.

- If the school has to use reasonable sanctions to punish a child, we expect parents / carers to support the actions of the school. If there are any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process to the governors can be implemented.

### School Rules, Rewards and Consequences

The list of rules are displayed in each classroom and around the school.

1. **Follow instructions the first time.**
2. **Listen when someone else is talking.**
3. **Keep your hands, feet and objects to yourself.**
4. **Speak in a polite and respectful manner to everyone in our school.**

### Rewards

Rewards are seen as the positive side of discipline. The emphasis must always be on a positive approach and encouragement, praise rather than negatives, punishment or criticism. Staff use the following reward systems to encourage and reward good behaviour.

- Praise
- Dojos (see Appendix 1)
- Stickers
- Privileges
- Positive notes home (at teacher's discretion - 2 or 3 per class per week)
- Sent to other teachers / Head teacher to show good work
- Certificates (see Appendix 2 - British Values)
- Class rewards

We follow a 'Good to be Green' behaviour system which rewards positive behaviour. All children are working towards a class reward.

### The first level response -

If a child does not listen in lessons / on the playground there will be a verbal warning. This needs to be followed up with a positive comment ASAP.

### The second level response -

Yellow card - the child will be asked to sit on their own, to have "time out" to talk privately. The child will be offered 2 choices to empower them to choose the correct option or face the consequence of a red card. If a child receives 3 yellow cards or more during the week, it is the responsibility of the teacher to send a letter home to inform the parents.

Red card - break time or lunchtime detention from the teacher, parents informed by text and followed up with face to face 'chat' at gate.

**These actions are all the responsibility of the class teacher.**

2 consecutive red cards will result in an internal exclusion and a member of SLT will make a phone call home. Parents / carers are invited in to meet with Head teacher.

In cases of severe misbehaviour, children are sent to the deputy head teacher immediately, who will decide the consequences and contact parents / carers. If exclusion is necessary, it will be carried out in line with Local Authority policy.

Severe misbehaviour incurs an instant red card.

- Fighting
- Swearing or abusive language
- Refusal to cooperate with a member of staff

If a child repeatedly acts in a way that disrupts or upsets others the deputy head teacher will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

For persistent low level behaviours and disruption, an Individual Behaviour Plan will be written and put into action. Specific, achievable targets will be set, backed up by individual behaviour systems. This will be monitored by the class teacher, teaching assistants, Mrs Clein and the Inclusion Lead.

For children who we have identified as being our most vulnerable, behaviours are also recorded on CPOMS.

### Restorative Practice (See policy for further information) APPENDIX 4

In line with the behaviour policy, Holy Family uses restorative practice in order to resolve conflict and preventing harm.

Restorative practice enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative practice refers to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Holy Family use the seven restorative questions in order to resolve conflict situations. All staff and children are familiar with the process.

Restorative practice can alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families and members of staff.

To be effective, restorative is used across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, a whole-school approach has been implemented at Holy Family to effectively deliver restorative practice.

At Holy Family Catholic Primary School, we believe it is best to do things WITH people. Wherever possible we should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm.

It is our aim that our community follows this framework to create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn to their best potential.

We aim to achieve this through:

- Establishing clear expectations of behaviour (Good to be Green behaviour policy) and reward positive behaviour through the Dojo system.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner rewarding positive behaviour.
- Providing opportunities to develop empathy and caring about the needs and rights of others through Come and See curriculum and PSHE.
- All pupils and staff being treated with respect.

- Preventing all forms of bullying with specific curriculum delivered to ensure that all pupils are aware of the different types of bullying and what to do if they are being bullied.
- Working together with parents/carers to create a partnership between home and school. This is further developed by the appointed pupil, parent and community mentor.

All staff, regardless of role, are trained to use restorative practice and are expected to use this system consistently to promote, maintain and repair relationships. The guiding team include: Ms J Scott - Pupil, family and community worker; Mrs Clein - Pastoral Lead

Their role is to guide and support staff and ensure that the techniques are used consistently throughout school.

Working alongside our Restorative Practice policy and further underpinning the work we do in school is our policy reflecting our 'Whole School Approach in Supporting Social and Emotional Development and Mental Health'. **APPENDIX 5**

## Additional Rules, Rewards and Consequences

### Corridors and Dining Hall

- Walk around the school and enter the hall quietly
- Walk up the stairs, keeping to the left
- Always listen to all adults and follow their instructions
- Be polite and show good manners
- Talk sensibly and never shout
- Sit properly on chairs
- Try to eat all your lunch
- If you drop food, pick it up

### Playground

- Collect items needed before entering the playground
- Ask permission to use the toilet
- Stay within the boundaries set
- Stop when the whistle blows, walk and line up in an orderly manner

### Playground Rewards

- Praise
- Stickers
- Dojos
- Liaise with class teacher

### Playground Consequence

- Warning
- Time out
- Sent to class teacher or head teacher.
- Lunchtime staff will record any serious incidents or refusals and liaise with the class teacher.

## Monitoring and Review

This policy will be monitored on a weekly basis. It will be reviewed regularly at staff meetings and in accordance with the School Improvement Plan. **Review Date: December 2020**

## APPENDIX 1: Dojo Points

Dojo points are used in Holy Family to reward good behaviour. The Dojo system works alongside 'Good to be Green' to provide a balanced behaviour system with clear rewards and sanctions. Class Dojo's reward those children who display good behaviour and is used as an incentive for those children who find it difficult making good choices.

Class Dojo's rewards positive individual behaviour, working together as a class and collectively working together as a team. To encourage teamwork and cooperation, every pupil is placed in a House Team.

Every class uses the Dojo system to reward an agreed set of behaviours, which are displayed on screen. Teachers can add extra targets to meet their class's needs.

Once a Dojo has been given it cannot be retracted. No more than 30 Dojos to be given out to individual pupils per week.

### Weekly -

- Each child's Dojo points will be collated and a running total will be kept and displayed so that all children can take ownership of their behaviour. They will have the choice to collect their Dojo points or after collecting a certain amount will be able to make the choice to 'cash in' if they wish.
- The class which receives the most Dojo points will receive a certificate and prize.
- Dojo points will be collated from the Master Account and displayed in the classroom and at a central location every Monday morning.

### Incentives-

- Pupils can choose to cash in their Dojo's at allotted times in the week.
- Prizes are displayed in a locked cabinet in a central location. Prizes start at 100 points, 150 points, 200 points and the top prizes are 250 points. Once a child has 'cashed in', this is recorded on the data record sheet.
- At the end of each year, the winning House is rewarded with a school trip.
- At the end of each half term, the winning house team will receive a group treat.

Autumn 1: Hot chocolate, cream and marshmallows at break time.

Autumn 2: Small selection box / seasonal treat.

Spring 1: Popcorn and juice.

Spring 2: Easter egg / seasonal treat.

Summer 1: Hot-dogs or similar.

Summer 2: Pool party.

**\*If a child has received 3 or more red cards in a  $\frac{1}{2}$  term, they will not be eligible to take part in any team treats. 10 or more red cards across the academic year, will result in a child not taking part in an end of year treat.**

## APPENDIX 2: Promoting British Values at Holy Family Catholic Primary School

At Holy Family Catholic Primary School we value the diverse, ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these, teaching tolerance and respect for the differences in our community and the wider world.

At Holy Family, these values are reinforced regularly and in the following ways:

### Democracy:

Democracy is central to our school ethos. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The election of school counsellors, as well the winner of the class Virtues and Values Award each month are based solely on pupil votes. Our school behaviour policy involves rewards, which the pupils decide upon.

### The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message.

### Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in extra-curricular clubs and opportunities; pupils are given the freedom to make choices.

### Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

### Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. The school has a high-profile 'Language of the month' subject that runs throughout the year, linking to languages spoken by our EAL pupils. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

## APPENDIX 3: Rights and Responsibilities

### Staff

<b>Rights</b>	<b>Responsibilities</b>
To be supported by peers and managers.	To ask for support when needed. To offer support to colleagues and managers.
To be listened to. To share opinions.	To listen to others. To give opinions in a constructive manner.
To be treated courteously by all others in the school community.	To model courteous behaviour. To recognise and acknowledge positive behaviour in others.
To be made fully aware of the school's system/policies/expectations.	To seek information and use lines of communication.
To receive appropriate training to increase skills in behaviour management.	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed. To try/use and to evaluate new approaches.

### Pupils

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect.	To behave respectfully to others.
To be safe.	To behave in a way that keeps others and self safe.
To learn.	To be willing to learn. To allow others to learn. To attend school regularly.
To make mistakes.	To own mistakes and learn from them. To allow others to make mistakes.
To be listened to.	To give opinions in a constructive manner. To listen to others.

### Parents / Carers

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress.	To talk to teachers if they have any concerns.
To talk to their child about what he/she does in school.	To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour.	To acknowledge/respond to information and share concerns.
To have concerns taken seriously.	To share concerns constructively.

#### APPENDIX 4: Restorative Practice Policy

Separate document available.

#### APPENDIX 5: Whole School Approach in Supporting Social and Emotional Development and Mental Health

Separate document available.

#### APPENDIX 6: Additional behaviour expectations in relation to COVID 19

Separate document available.