

# THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL



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## Behaviour Policy

January 2024



**OFSTED July 2019**

'Pupils feel safe in school and believe that the adults take good care of them.'

'The quality of teaching, learning and assessment in the school is strong.'



**CATHOLIC SCHOOLS  
INSPECTORATE**  
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

**Catholic Schools Inspection February 2023**

'The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.'

'Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.'

'Prayer is central to life in Holy Family.'

***At The Holy Family School we are committed to Safeguarding Children***

*'As a family we live, love, learn and celebrate with Jesus.'*

# THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Mission statement

**'As a family we live, love, learn and celebrate with Jesus.'**

### School Values:

<b>Family</b>	<b>Honesty</b>	<b>Acceptance</b>
<b>Sharing</b>		<b>Trust</b>

### AIMS:

- To follow a moral framework, based on Catholic teaching.
- To create an environment which encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviours.
- To promote self-esteem, resilience, self-discipline and positive relationships.
- To ensure that our expectations and strategies are known and understood by staff, governors, parents and pupils.
- To encourage the close liaison of home and school to support positive behaviour.

### ROLES IN PROMOTING POSITIVE BEHAVIOUR

#### Expectations of parents:

- To support the school in understanding the children's behaviour.
- To help celebrate all that is positive and good in school and to promote good behaviour at home.
- To set a good example for their children.
- To contact school with any concerns or worries they have regarding their child at home or in school.
- To play an active role in discussions and to work with the school to find solutions to any difficulties.
- To contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

#### Expectations of all staff:

- To give opportunities to develop interpersonal and social skills.

*'As a family we live, love, learn and celebrate with Jesus.'*

- To create and teach a curriculum that enables pupils to engage.
- To ensure that pupils listen, are listened to and value others.
- To help pupils to gain the ability to make choices about their behaviour.
- To agree a class code of conduct considering rewards and consequences with their class.
- To create a recognition board in the classroom where children will be recognised daily for positive behaviour attitudes.
- To help pupils to be confident about their learning, enjoy it and show enthusiasm.
- To help pupils understand their rights and responsibilities as members of a Catholic school community.
- To be a positive role model demonstrating positive behaviour towards each other and towards children.
- To reward and praise positive behaviour.
- To inform parents (or in the case of support staff inform the class teacher) about their child's welfare or behaviour and, where required, work alongside parents.
- To be aware of and understand their rights and responsibilities teachers/staff in a Catholic school.
- To promote restorative approaches.

#### **Expectations of the governing body:**

- To offer support and challenge to the school.
- To support the school in understanding the pupils behaviour.
- To promote the school in the wider community.
- To give support, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.
- To review the effectiveness of the policy.

#### **Expectations of every child:**

- To develop skills, knowledge and attitudes that will prepare them well for life beyond school.
- To show respect to all members of staff and each other.
- To make it possible for all pupil's to learn in class.
- To wear the correct uniform at all times.
- To value and care for themselves, others and the physical environment.
- To resolve disputes positively developing a sense of fairness.
- To be aware of and understand their rights and responsibilities as members of the Catholic school community.
- To refrain from behaving in a way that brings the school into disrepute, including when outside school.
- To be aware of their own emotions and actions and take responsibility for these.
- To be positive contributors to the school, parish, local and international community.
- To have respect for all regardless of difference, culture, religion, race or gender.
- To develop an appropriate reaction to any incidents of bullying or abuse
- To support and forgive each other when things go wrong and be open to the idea of reconciliation.
- To report behaviour that concerns, hurts or worries them to an adult.
- To support and forgive each other when things go wrong or they make mistakes and be open to the

idea of reconciliation.

## **REWARDS AND CONSEQUENCES:**

Rewards	Examples:
<ul style="list-style-type: none"> <li>● House point</li> <li>● Verbal praise</li> <li>● Inform class teacher</li> <li>● A nod, a smile, a thumbs up</li> <li>● A positive word</li> <li>● A sticker</li> <li>● Being first in the line out to play or lunch</li> <li>● Name on recognition board</li> </ul>	<ul style="list-style-type: none"> <li>● Displaying good manners-</li> <li>● Lining up sensibly</li> <li>● Tidying up</li> <li>● Listening carefully</li> <li>● Working hard</li> <li>● Being ready to work</li> <li>● Being kind</li> </ul>
<ul style="list-style-type: none"> <li>● Visit another teacher to celebrate work</li> <li>● Receive a sticker</li> <li>● Whole class reward e.g. Marble in jar (KS1)</li> <li>● Parents informed verbally</li> <li>● Opportunity to share work with other children or adults</li> <li>● Name on recognition board</li> </ul>	<ul style="list-style-type: none"> <li>● Kind acts</li> <li>● Assisting others</li> <li>● Seeking out challenge</li> <li>● Demonstrating resilience and determination</li> <li>● Producing high quality work</li> </ul>
<ul style="list-style-type: none"> <li>● Recognition in celebration assembly, receive a certificate.</li> <li>● Visit Headteacher or Deputy Headteacher for recognition or to receive a sticker.</li> <li>● Choose learning partner for the following week</li> <li>● Parents may be informed</li> <li>● Name on recognition board</li> </ul>	<ul style="list-style-type: none"> <li>● Outstanding effort in a piece of work</li> <li>● Outstanding behaviour</li> <li>● Demonstrating trustworthiness or mature and responsible behaviour</li> </ul>
<ul style="list-style-type: none"> <li>● Postcard home from Headteacher</li> <li>● Recognition from whole class or whole school – celebration assembly</li> </ul>	<ul style="list-style-type: none"> <li>● Exceptional effort</li> <li>● Going over and above</li> <li>● Going significantly above and beyond expectations in effort or behaviour</li> </ul>

Consequences: Protective and Educational	Examples:
<p><b>STAGE 1</b></p> <p><i>Strategies developed within the classroom. Examples of things to say or do may include:</i></p> <ul style="list-style-type: none"> <li>● A look or a verbal warning</li> <li>● A reminder of appropriate behaviour, delivered privately</li> <li>● Repeat reminders if reasonable</li> <li>● Caution: a clear verbal caution delivered privately, making the student aware of their behaviour and clearly outlining the consequences if they continue</li> <li>● If behaviour does not improve and if appropriate, the 30 second script may be used.</li> <li>● If necessary two minutes of playtime is missed (if the child reaches this step it is not part of future negotiation and cannot be removed or reduced).</li> </ul>	<ul style="list-style-type: none"> <li>● Calling out inappropriately</li> <li>● Inappropriate noises</li> <li>● Not listening</li> <li>● Talking in class whilst the teacher is talking</li> <li>● Shouting in the dining hall at lunchtime</li> <li>● Not lining up and walking quietly to class from break time.</li> </ul> <p><b><i>(Show awareness of age appropriate behaviour)</i></b></p>
<p><b>STAGE 2</b></p> <p><i>Examples of possible things to say or do may include:</i></p> <ul style="list-style-type: none"> <li>● Use the strategies from previous stage</li> <li>● Make links with school behaviour expectations</li> <li>● Use the 30 second script as appropriate</li> <li>● Two minutes of playtime is missed (if the child reaches this step it is not part of future negotiation and cannot be removed or reduced).</li> <li>● Child may complete unfinished work for part of playtime supervised in class by teacher or TA</li> <li>● Opportunity to resolve with another child</li> <li>● Conversation to explain, repair and resolve</li> </ul>	<ul style="list-style-type: none"> <li>● Persistently distracting others</li> <li>● Behaving inappropriately during meditation</li> <li>● Being unkind to other children</li> <li>● Name calling</li> <li>● Excluding others</li> <li>● Repeated ignoring adults' instructions</li> <li>● Being wasteful with resources</li> <li>● Poor attitude to learning</li> </ul>
<p><b>STAGE 3</b></p> <p><i>Examples of things to say or do may include:</i></p> <ul style="list-style-type: none"> <li>● Use the strategies from previous stage</li> <li>● Child may complete unfinished work for part of playtime supervised in class by teacher or TA</li> <li>● Class teacher contacts parents/carers at the end of the school day</li> <li>● Short period of playtime is missed and child is supervised in class by teacher or TA.</li> <li>● Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation.</li> <li>● De-escalation script if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Swearing</li> <li>● Answering back to any adult</li> <li>● Throwing food</li> <li>● Disruption in lessons</li> <li>● Unsafe or risky behaviour</li> <li>● Low level physical misbehaviour( e.g. pushing, shoving, nudging)</li> <li>● Persistently not telling the truth</li> </ul>

<ul style="list-style-type: none"> <li>● Protective consequences- removal of freedom to manage harm (eg: increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space)</li> <li>● Educational consequences- learning, rehearsing or teaching so freedom can be returned (eg: completing task, assisting with repairs, research, conversation and exploration)</li> </ul>	
<p><b>STAGE 4</b></p> <p><i>Examples of things to say or do may include:</i></p> <ul style="list-style-type: none"> <li>● Headteacher or Deputy Headteacher to deal with the incident alongside the class teacher and child.</li> <li>● Parents invited to school to discuss behaviour with a member of the SLT.</li> <li>● Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation.</li> <li>● Child to fill in behaviour resolution form with adult if appropriate. <i>(Age and ability considered)</i></li> <li>● A period of playtime and or lunchtime may be missed</li> <li>● Protective consequences e.g. not permitted to take part in school trips if behaviour is potentially unsafe.</li> <li>● Educational consequences</li> <li>● Risk assessment – Individual plans</li> <li>● Exclusion</li> </ul> <p>The Headteacher has the right to take immediate action in the case of any serious incident.</p>	<ul style="list-style-type: none"> <li>● Unsafe behaviour with malicious intent</li> <li>● Violent behaviour (eg: punch in the face with intent to injure)</li> <li>● Abusive swearing at a person</li> <li>● Racist, homophobic or discriminatory behaviour</li> <li>● Fighting</li> <li>● Stealing</li> <li>● Graffiti and vandalism</li> <li>● Deliberate damage to property</li> <li>● Intimidation</li> <li>● Bullying behaviour</li> <li>● Inappropriate offsite behaviour</li> </ul>

## **Restorative Approaches**

When using restorative approaches the focus is on dialogue and negotiation moving towards repair, apology and reparation. This works in harmony with our Catholic ethos where we understand that none of us is perfect, all of us make mistakes and all of us deserve to be forgiven. Because of restorative approaches, the needs of those affected are addressed and the child is held accountable by being given the opportunity to put things right.

In order to use restorative meetings effectively we will make a commitment to consider:

- Physical space- consider the setup of the room, sit side by side, no desk, walk and talk if more appropriate.
- Focus on the outcome- what does the child need to learn from this?
- Time- make sure you give enough time (10-15 minutes).

- Do not take too many notes- be present in the meeting.
- Language- do not be flippant, judgemental or sarcastic.
- Resist any external interruptions.
- Stick to the behaviour you are dealing with.
- End the meeting well.

**Restorative questions**

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What do you need to do to put things right?
- How can you things differently in the future?

<p><b><u>30 second script</u></b></p> <ul style="list-style-type: none"> <li>• I noticed you are...</li> <li>• It was the rule about .... that you broke.</li> <li>• You have chosen to.....</li> <li>• Do you remember last week when you....</li> <li>• <i>That</i> is who I need to see today...</li> <li>• Thank you for listening.</li> <li>• (Then give the child 'take up' time)</li> </ul>	<p><b><u>De-escalation script</u></b></p> <ul style="list-style-type: none"> <li>• Child's name</li> <li>• I can see something has happened</li> <li>• I am here to help</li> <li>• Talk and I will listen</li> <li>• Come with me and.....</li> </ul>
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**SUSPENSION AND PERMANENT EXCLUSIONS**

In exceptional circumstances it may become necessary for a child to be suspended or permanently excluded from the school; staff in school will do all that they can to avoid this situation arising.

Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

There will be times when an action warrants an immediate lunchtime, suspension or permanent exclusion.

For example:

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying
- Persistent bullying- including on-line bullying
- Inappropriate on-line behaviour
- Where the safety of any members of staff is put at risk
- Where the safety of other children is put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

In the event of a child being seriously violent to another child or adult, a risk assessment will be drawn up which identifies if fixed term exclusion is necessary for health and safety reasons.

After a fixed term exclusion a child will attend a restorative meeting with parents to welcome the child back to school and to establish appropriate protective and educational consequences that need to be put into place.

## **THERAPEUTIC THINKING - HERTFORDSHIRE STEPS**

Therapeutic thinking - Hertfordshire Steps is an approach to behaviour management that aims to reduce and manage conflict and build a positive school ethos. In January 2023 all staff were trained in this approach and will take part in a refresher session annually. The training covers a range of areas including conflict de-escalation, calm body language and debriefing.

Principles:

- We will always talk to children respectfully and calmly- reducing conflict and leading by example
- We will help children and try to reduce conflict
- We will use a calm stance and a de-escalation script in a conflict situation
- We will allow the child time to calm down after an incident, after which there will be a debrief
- We will teach children to self-regulate their behaviour
- A risk management plan will be completed for any child for who there is a foreseeable risk that they may behave in a way which will cause harm to themselves, others or property
- Incidents will be recorded using CPOMS, including triggers and consequences.

## **PHYSICAL INTERVENTIONS**

It may be necessary in a situation of clear urgency or extreme danger to use restrictive physical interventions. All staff will use the Herts Steps approaches to safe restrictive physical intervention.



Physical intervention may also be used to comfort a child in distress, gently direct a person for activity purposes or to avert danger. Supportive, sideways hugs may be used to communicate comfort or reward.

## **BULLYING**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We work actively with all staff pupils and parents to create a school community where bullying is not tolerated. When a child says they are being bullied they will be listened to and the matter investigated. All incidents will be logged using CPOMS, including the action taken.

## **RACISM**

As a school we will not tolerate discrimination on the grounds of race, colour, religion, nationality or ethnic origin. The children are taught to be open to the diversity of the wider world and that diversity is a positive, providing us with richness and variety that we should embrace. We make good use of a range of resources to promote the development of positive views of diverse cultures. Any overtly racist incidents are logged and reported to the LA. We work with children and their parents if such incidents occur.

## **SEND (Pupils with Special Educational Needs and Disabilities)**

Our school culture consistently promotes a high standard of behaviour and high expectations are maintained for all pupils. Some behaviours are more likely be associated with particular types of SEND and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. We have an emphasis on prevention of challenging behaviour and putting support in place through targeted interventions and working with parents and pupils.

## **MENTAL HEALTH & WELLBEING**

We recognise the importance of good mental health and wellbeing for our pupils and the impact this can have on behaviours presented by our pupils.

Our approach to mental health and behaviour is consistent with our whole school approach to mental health and wellbeing. This involves providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence and reward systems. This is paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities and employment of protective factors in school

Our school Mental Health First Aid Lead is Rebecca Parmley who is supported by our mental health team. There is a separate policy for mental health and wellbeing which should be referred to.