THE HOLY FAMILY
CATHOLIC PRIMARY SCHOOL

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Behaviour Policy

January 2025

OFSTED October 2024

'Pupils flourish at this welcoming and inspiring school. The values of the school shine through the pupils' attitudes and the relationships they have with each other. Expectations are high for learning and behaviour. Pupils strive to meet these expectations. As a result they achieve exceedingly well and become confident and independent learners.'

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:

Family		Honesty		Acceptance	
Sharing			Trust		

AIMS:

At Holy Family, we foster a sense of belonging by creating a safe, inclusive environment where all members of our school community feel valued, respected, and supported. Rooted in Gospel values, we promote positive relationships, encourage pupils to be their authentic selves, and nurture personal responsibility and respect. We strive to develop a culture where children feel seen, heard, and connected while supporting their emotional and spiritual wellbeing. Through high expectations and recognition of positive behaviour, we inspire children to live out our core values of honesty, family, acceptance, sharing, and trust, growing as compassionate, responsible individuals.

Our therapeutic approach to behaviour management has been inspired by the Step On training we received from Therapeutic Thinking Hertfordshire. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Hertfordshire. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with pupil's learning and their overall well-being.

At Holy Family, we provide a supportive and safe learning environment where high standards of positive behaviour are expected, encouraged and reinforced in order to allow all pupils, whatever their needs, to develop their full potential. This policy will define pro-social, anti-social and unsocial behaviours; detail our School Values with reference to our **Behaviour Curriculum**; give examples of unacceptable behaviours; and list protective and educational consequences which will be employed by the whole school community.

"You can't teach children to behave better by making them feel worse. When children feel better they behave better." - Pam Leo

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VALUED & DETRIMENTAL BEHAVIOURS DEFINITION

Valued behaviour
Behaviour held in high regard by an individual, the community or the environment.
- Creates helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society

Detrimental behaviour
Behaviour than hurts or hinders an individual, the community or the environment.

- Creates unhelpful feelings in self and others.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

DIFFICULT & DANGEROUS DETRIMENTAL BEHAVIOUR DEFINITION

Difficult detrimental behaviour
- Behaviour that is detrimental, but not dangerous.

Dangerous detrimental behaviour
- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:
Behaviour in Schools
Screening, Searching and Confiscation
The Equality Act 2010
Use of reasonable force
Keeping Children Safe in Education
Supporting pupils at school with medical conditions
SEND Code of Practice

In addition, this policy is based on:
Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

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WORKING TOWARDS HIGH STANDARDS OF VALUED BEHAVIOUR

At Holy Family we expect high standards of valued behaviour with regard to ourselves, to our school community and to our environment. We believe that when core relationships are strong, our pupils will flourish. In order to develop these relationships, we have identified 5 key principle values:

School Value	What does this school value mean?
Family	Family means supporting, caring for, and respecting one another, creating a sense of belonging and unity. At Holy Family School, family extends beyond the home, fostering a community where everyone works together, looks out for one another, and contributes positively to shared goals.
Sharing	Sharing means generously offering time, resources, and help to others. It reflects fairness, kindness, and the understanding that giving to others creates stronger bonds and a more inclusive community.
Trust	Trust means being reliable, dependable, and consistent in actions, showing others that they can rely on you. It also involves respecting others' confidence and demonstrating integrity in relationships.
Honesty	Honesty means being truthful in words and actions, even when it is difficult. It involves taking responsibility for mistakes, being open about feelings, and showing integrity, which builds trust and strengthens relationships.
Acceptance	Acceptance means respecting and celebrating differences, including individual strengths, backgrounds, and perspectives. It fosters inclusivity and helps create an environment where everyone feels valued and understood.

Demonstrating Valued Behaviour	
Valued behaviour	When pupils demonstrate valued behaviour we will:
• Wonderful Walking • Track the speaker • Meeting and greeting • STEPS manners • THINK • Super sitting • Dress to impress • Prepared and safe	• Give a house point/dojo (no more than 2 at a time) • Give verbal praise • Inform class teacher • Give a nod, a smile, a thumbs up • Offer a positive word • Give a sticker

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Valued behaviour	
Family - Excellent role model - Responsibility for themselves others and their environment - Resilience and determination in their work and attitude - Leadership - Teamwork **Sharing** - Collaboration - sharing ideas - Offering help to others - Sharing resources **Trust** - Reliability - Respect for others, their property, belongings and feelings - Completes tasks without reminders - Maturity **Honesty** - Take ownership of their actions - Being truthful **Acceptance** - Values others - Challenge stereotypes - Positivity - Inclusive in actions and words	- Visit another teacher to celebrate work - Receive a sticker - Whole class reward - extra playtime - Parents informed verbally - Opportunity to share work with other children or adults - Recognition in celebration assembly, receive a certificate. - Visit Headteacher or Assistant Headteacher for recognition or to receive a sticker. - Choose learning partner for the following week - Shared with staff via CPOMs - Postcard home from Headteacher for continued exceptional demonstrations of values or for going above and beyond expectations - Values pin badge for continued exceptional demonstrations of values for at least a half term

CONSEQUENCES

There are two consequences associated with detrimental behaviours.

Protective consequences – used to manage potential harm or escalation. These may involve the removal of a freedom to manage the incident, for example, a time out. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Educational consequences – teaching the pupil a better way to react so the freedom can be returned. It is essential that there is always an educational consequence. We must be able to show how we have helped a pupil develop new skills or new ways of thinking through a discussion. Educational consequences provide the pupil with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

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Demonstrating Detrimental Behaviour	
Detrimental behaviour (examples)	When pupils demonstrate detrimental behaviour there will be **protective and educational consequences:**
Where pupils **do not** demonstrate: • Wonderful Walking • Track the speaker • Meeting and greeting • STEPS manners • THINK • Super sitting • Dress to impress • Prepared and safe	• A look or a verbal warning • A reminder of appropriate behaviour and school values, delivered privately • Repeat reminders if reasonable • Caution: a clear verbal caution delivered privately, making the student aware of their behaviour and clearly outlining the consequences if they continue • Make links with school values and helpful behaviour • *'I notice you are not using the .... value* • *You could show this value by...* • *Thank you for listening.'* • If behaviour does not improve and where appropriate the 'Effective statement' may be used (see later in policy). • If necessary an age-appropriate part of playtime is missed for reflection or to complete a reflective activity

Where pupils **repeatedly do not** demonstrate:
 	
• Wonderful Walking
• Track the speaker
• Meeting and greeting
• STEPS manners
• THINK
• Super sitting
• Dress to impress
• Prepared and safe
	• Use the strategies from previous stage
	• If behaviour does not improve and where appropriate the 'Effective statement' may be used
	Step 1 - Behaviour: 'When I see….'
	Step 2 - Impact: 'I feel….'
	                        'It leaves me feeling….'
	 Step 3 - Need: 'What I need….'
	                        'I need you to….'
	Step 4 - Request: 'Does that seem fair?'
	                        'Thank you.'
	• Restorative conversation to explain, repair and resolve
	• If outside, class teacher is informed
	• Parents are informed
	
	May be recorded on CPOMs

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Possible support offered for pupils demonstrating unhelpful behaviours	
- Differentiated learning space/work station - Fiddle toy - Wobble cushion - Whiteboard to write - Timers - Task planner Learning broken down - Scaffolds - Small group/paired learning	- Additional resources - Individualised timetable - Now and next board - Limited choice - Brain breaks - Positive experience e.g. class job - Task differentiation - Adult support/Peer support - Learning intervention
Difficult Detrimental Behaviour (examples - not exhaustive)	When pupils demonstrate difficult detrimental behaviour there will be **protective and educational consequences:**
- Swearing - Being disrespectful to any adult e.g. answering back - Throwing food or small objects inside - Continued disruption in lessons - Low level physical misbehaviour (e.g. pushing, shoving, nudging) - Persistently not telling the truth - Refusing to carry out an adults request - Leaving the classroom without permission - Off site or online behaviour that is difficult but not dangerous	- Pupil may complete unfinished work for part of playtime supervised in class by an adult - Class teacher contacts parents, a meeting may be held with parents and class teacher - Restorative conversation: adult and pupil discuss behaviour linked to the school values, educational consequences and how to make reparation - Effective Statement used if appropriate - Protective consequences- removal of freedom to manage harm (e.g.: increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space within the classroom) - Natural consequences: clearing up a mess, mending something - Educational consequences- learning, rehearsing or teaching so freedom can be returned (eg: completing task, research, conversation and exploration) **Always recorded on CPOMs**

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Dangerous Detrimental Behaviour (examples - not exhaustive)	When pupils demonstrate dangerous detrimental behaviour there will be **protective and educational consequences:**
- Unsafe behaviour with malicious intent - Leaving the school building or premises without consent - Violent behaviour (eg: punch in the face with intent to injure) - Abusive swearing at a person - Racist, homophobic or discriminatory behaviour - Fighting/spitting/biting - Stealing - Graffiti and vandalism - Deliberate damage to property e.g. throwing school furniture - Intimidation - Bullying behaviour - Dangerous offsite or online behaviour - Sexualised behaviour inappropriate to the age and developmental stage of the pupil	- Headteacher or Assistant Headteacher to deal with the incident alongside the class teacher and pupil - Parents meet with a member of the SLT to discuss behaviour - Restorative Behaviour: pupil and adult discuss behaviour, consequences and how to make reparation. - A period of playtime and or lunchtime may be missed until safe - Protective consequences - removal of a freedom until safe - Educational consequences - what can the pupil learn? - Risk assessment – Individual behaviour plans - Possible contact with the police Internal suspension pupil moved to another classroom Suspension Permanent exclusion NB - this can only be decided by a member of SLT **Always recorded on CPOMs** **The Headteacher has the right to take immediate action in the case of any serious incident.**
See appendix 1 The Holy Family Graduated Approach to Behaviour for provision and support for pupils demonstrating difficult or dangerous behaviours	

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 school values 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 pupil is held accountable by being given the opportunity to put things right.

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In order to use restorative meetings effectively we will make a commitment to consider:	**Restorative questions**
• 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, judgmental or sarcastic. • Resist any external interruptions. • Stick to the behaviour you are dealing with. • End the meeting well.	• 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 would you like to happen next? • How can we make things better for you? • How can you help to put this right? • How can we make it ok for you to go back to class? • What do you think others might need? **Resources to support** • Therapeutic thinking tree • Social stories • Role-play with dolls/ teddies/animals/pets • Comic Strip Conversations • Signing or signalling

USEFUL SCRIPTS

Script for unhelpful/difficult behaviour	Script for difficult/dangerous behaviour

Effective Statements
 	
Step 1 - Behaviour: 'When I see….'
Step 2 - Impact: 'I feel….'
                          'It leaves me feeling….'
 Step 3 - Need: 'What I need….'
                          'I need you to….'
Step 4 - Request: 'Does that seem fair?
                          'Thank you.'
	De-escalation script
	
	• Child's name
	• I can see something has happened
	• I am here to help
	• Talk and I will listen
	• Come with me and…………

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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 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 pupils are 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 pupil or adult, a risk assessment will be drawn up which identifies if a suspension is necessary for health and safety reasons.

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

THERAPEUTIC THINKING

Therapeutic thinking is an approach to behaviour management that aims to reduce and manage conflict and build a positive school ethos. In January 2024 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 pupils respectfully and calmly- reducing conflict and leading by example
- We will help pupils and try to reduce conflict
- We will use a calm stance and a de-escalation script in a conflict situation
- We will allow the pupil time to calm down after an incident, after which there will be a debrief
- We will teach pupils to self-regulate their behaviour
- A risk management plan will be completed for any pupil 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

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PHYSICAL INTERVENTIONS

It may be necessary in a situation of clear urgency or extreme danger to use restrictive physical interventions. All staff will be trained to use the Therapeutic Thinking 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. Comfort from an adult will be communicated in an age appropriate way.

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

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We work actively with all staff pupils and parents to create a school community where bullying is not tolerated. When a pupil 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/DISCRIMINATION

Our school does not tolerate discrimination based on race, colour, religion, nationality, or ethnic origin. We promote a culture of acceptance and inclusivity, teaching our pupils to value diversity as a source of richness and variety. One of our core values is Acceptance, and we ensure this is reflected throughout our school community.

We address any overtly racist incidents seriously, logging and reporting them to the Local Authority. When such incidents occur, we work closely with both pupils and their parents to educate and resolve the matter constructively.

SEND (Pupils with Special Educational Needs and Disabilities)

Our school consistently upholds high expectations for behaviour, and pupils strive to meet these standards. We recognise that certain behaviours may be associated with specific types of SEND. While behaviour should often be considered in the context of a pupil's SEND, not every instance of misbehaviour will be linked to their needs.

When a pupil is identified as having SEND, we follow the graduated approach to assess, plan, deliver, and review the effectiveness of the support provided. Our emphasis is on preventing difficult or dangerous detrimental behaviour through targeted interventions and working collaboratively with parents and pupils. Some pupils with SEND may have their own behaviour plan in discussion with the class teacher, SENDCO, parents and pupil where appropriate.

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 responses 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.

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PUPILS CONDUCT OUTSIDE THE SCHOOL GATES

This policy applies to pupils at all times while they can be considered to be representative of our school. Aside from the normal school day, this may be when the pupil is:

- taking part in any school-organised or school-related activity.
- travelling to or from the school.
- wearing the school uniform.
- in some other way identifiable as a pupil at the school.

In addition to the above, the school is also permitted to sanction pupils for criminal behaviour which happens outside of the school, as well as for non-criminal misbehaviour or bullying which happens outside of the school which:

- could have repercussions for the orderly running of the school.
- poses a threat to another pupil, a member of staff or a member of the public.
- could adversely affect the reputation of the school.

This includes any behaviours online.

When pupils are wearing school uniform, they are expected to wear it properly 'Dress to Impress' and to conduct themselves appropriately. Please see the school **Behaviour Curriculum**.

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