

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL



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Early Years 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
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

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

Mission statement

‘As a family we live, love, learn and celebrate with Jesus.’

School Values:



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

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 that 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.

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:
<ul style="list-style-type: none"> • Wonderful Walking • Track the speaker • Meeting and greeting • STEPS manners • THINK • Super sitting • Dress to impress • Prepared and safe 	<ul style="list-style-type: none"> • Give verbal praise • Inform class teacher • Give a nod, a smile, a thumbs up • Offer a positive word • Give a sticker

Valued behaviour	
<p>Family</p> <ul style="list-style-type: none"> • Excellent role model • Responsibility for themselves others and their environment • Resilience and determination in their work and attitude • Leadership • Teamwork <p>Sharing</p> <ul style="list-style-type: none"> • Collaboration - sharing ideas • Offering help to others • Sharing resources <p>Trust</p> <ul style="list-style-type: none"> • Reliability • Respect for others, their property, belongings and feelings • Completes tasks without reminders • Maturity <p>Honesty</p> <ul style="list-style-type: none"> • Take ownership of their actions • Being truthful <p>Acceptance</p> <ul style="list-style-type: none"> • Values others • Challenge stereotypes • Positivity • Inclusive in actions and words 	<ul style="list-style-type: none"> • 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. • Shared with staff via CPOMs • Postcard home from Headteacher for continued exceptional demonstrations of values or for going above and beyond expectations

DEALING WITH CONFLICTS

We expect all staff, students and volunteers to use positive strategies for handling any conflict or undesired behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

In dealing with children in conflict adults will:

- Focus on de-escalation and intervention at the earliest possible opportunity to avoid difficult or dangerous detrimental behaviour
- Solutions will follow the de-escalation script:

1. Child's name
 2. Acknowledgement of feelings and **"It looks like you are feeling cross, am I right?"**
 3. Defining the problem **"I wonder if it is because you would like a turn with the car?"**
 4. Let the child know you are here to help.
 5. Encourage the child to talk and you will listen.
 6. Explanation as to what was not acceptable, **"I can see that you would like a turn but pushing is not kind and it hurts"**
 7. Finding a solution and supporting putting it into practice **"Come with me and let's use your words to ask for a turn, say 'can I have a turn please?'"** or **"When you are ready, let's see if we can find another car so that you can be with your friends and play together."**
 8. Reflect back how they feel and what happened **"It looks like you are feeling better now...when you used your words, we could help you have a turn."**
- We use Makaton, symbols or drawings to support our communication and explanations to children when talking to them about their behaviour.
 - We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

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.

Managing a crisis

All staff need to feel that they are able to manage difficult or dangerous behaviour, and to have an understanding of what these behaviours might be communicating.

When children are in crisis or experiencing strong and overwhelming emotions, we understand that they need time and a safe space to become calm and regulated enough to engage in communication with an adult.

Adults will use minimal language and the phrase:

“Stop, breathe, tell me what the problem is, I can help you.”

This will be supported visually, and an adult will help the child find a safe space or area to be alone or engage in co-regulation/regulation activities/techniques.

We use observations to help us understand the cause and to look for patterns in children’s behaviour and decide how to respond appropriately. This may include involving professionals from other agencies using analysis activities.

Reflect, Repair and Restore/Rebuild

Emotional recovery and reflect, repair and restore are two essential stages following any harmful behaviour or following a situation that has involved managing difficult or dangerous behaviour.

All people affected by an incident need space to re-visit the experience by re-telling and exploring the story with a changed set of feelings.

During the incident, behaviour may be influenced by anger, frustration or disappointment etc. The purpose of reflect, repair and restore is to revisit the experiences with each individual once calm, relaxed and reflective.

It is essential that everybody involved in a harmful incident is given time to recover before the process of reflect, repair and restore can begin.

A restorative approach:

- Focuses on harm that has been done
- How the harm can be repaired
- Looks at experiences, feelings and needs
- Plans to ensure conflict is less likely to happen in the future

Where appropriate adults will draw pictures and cartoon-style comic strips or use a communication board to support their communication with children during this process.

PHYSICAL CONTACT WITH CHILDREN

Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g., comforting a distressed child, holding a hand on a walk, giving a child a ‘side on’ cuddle as a means of praise. In all situations where physical contact takes place staff will consider the child’s age and level of understanding, the child’s individual characteristics, health and history and the location.

Adults will only pick up children in circumstances where deemed necessary, e.g. to remove a child from danger. If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. The action that will be taken will be dependent on the risk assessment that is made at the time. Staff will record

the use of physical interventions and ensure the Headteacher is informed. Details of such an event are always recorded on CPOMS (Online record keeping tool). Parents/Carers will be informed.

Children may be removed from a group or activity if their behaviour is difficult or dangerous. It may sometimes be necessary to remove the group rather than the child to avoid undue physical force. Staff will support children to understand how to make positive pro-social choices for their behaviour/communication in the future.

When dangerous detrimental behaviour is being displayed this will be brought to the attention of the Headteacher/SENDSCO. Adults must be mindful of not isolating themselves with a child when dangerous detrimental behaviour is being dealt with to protect themselves from allegations of malpractice.

WORKING WITH PARENTS

We work in partnership with children's parents to address reoccurring difficult or dangerous detrimental behaviour to try and identify what the child is trying to communicate and to look for possible unmet needs. Parents are regularly informed about all aspects of their children's behaviour by their key person.

We will make every effort to discuss with parents any significant incidents that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.

Difficult and dangerous incidents that are intentional will be logged on CPOMS and parents will be informed of the circumstances of what has occurred.

When dangerous behaviour is displayed, we work with parents to identify the cause and find a solution together and will formulate an individual behaviour plan to mitigate incidents of dangerous behaviour.

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.

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 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.