

"With Jesus as our guide; we live, love and learn together."

Holy Name Catholic Primary School has a positive and inclusive approach to managing behaviour in order to provide a secure environment in which our children exhibit pride in themselves.

We believe in encouraging good behaviour through a range of positive behaviour management strategies. We are a caring school community which promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals.

We believe in the development of self-esteem, respect for others, self-discipline and an understanding of expressing emotions appropriately through our daily practice and the teaching of our catholic values and virtues and British Values. It is through these values and the support of our whole school community that we ensure enjoyment, happiness and academic excellence.

Ethos:

- We believe that everyone in our school is special, should be treated equally and is encouraged to succeed in achieving their full potential using their God-given talents.
- We do nothing to stop teachers teaching and others from learning.
- We encourage good behaviour at home and in school.

Aim:

We aim to promote this belief through praise, positive reinforcement and a culture where all members of our school community can recognise, understand and express emotions appropriately so that our pupils are able to:

- develop a moral framework within which initiative, responsibility and sound relationships can flourish
- develop a sense of self-worth, respect and empathy for others
- learn in an environment that is safe and where all feel safe, secure and respected.

Objectives:

For children to show:

- self confidence
- self-control
- respect for others
- pride in their achievements
- an interest in their activities
- empathy with others' feelings

For children to develop:

- pride in themselves, their school and their community
- responsibility for their learning and their environment
- an independence of mind and self esteem
- a sense of fairness and sportsmanship including ability to take turns
- a knowledge of when and how to intervene
- conflict resolution skills
- responsibility for their own choices and actions
- an understanding of the need for rules
- a respect and understanding for other ways of life and different opinions
- the ability to accept fair and constructive criticism
- non-racist and non-sexist attitudes
- a persistent approach to tasks
- an awareness that bullying and abuse by anyone is unacceptable
- high personal expectations

Implementation:

Staff will:

- treat all children with fairness and sensitivity
- use positive praise regularly
- play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently
- have a responsibility to model desirable behaviour in their dealings with other staff and with children
- show respect to adults and children through their tone of voice and body language
- be alert to signs of bullying and racial harassment and deal firmly and consistently with such problems, in line with school policies
- record any incident of racial harassment and alert the Headteacher and other staff
- deal sensitively with children in distress, listen to them and deal with any incident appropriately
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- liaise with the school's senior leadership team and outside agencies (as appropriate) to support pupils' self-management of their feelings and emotions
- liaise with parents to ensure that they are kept informed of any concerns.

Role of Parents:

Parents have a vital role in promoting good behaviour in school. It is important that teachers can depend on full support in dealing with their child's behaviour...

- Parents are asked to sign the Home-School agreement
- Parents are asked to keep the school informed of behavioural difficulties they may be experiencing at home
- Inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, changes of family circumstances
- Inform us about their child's ill health and any absences connected with it
- Attend and contribute to parents' evenings and reviews
- At all times we expect parents to be role models for their children especially when on school premises and in front of other children. Mutual respect is central to the ethos of our school. Any verbal or physical abuse by a parent will not be tolerated.
- When pupils are handed over to parents each school day it is the parents responsibility to supervise their child and adhere to the rules whilst they are on the school premises.

To support parents the school will ...

- Promote a welcoming environment within the school
- Give parents regular constructive and positive comments on their child's work and behaviour
- Encourage parents to come into school on occasions other than parents' evenings;
- Keep parents informed of school activities by letter, newsletter, school website etc;
- Involve parents at an early stage in any disciplinary problems.

Rules and Sanctions:

At the start of each year (or, if necessary, every half term) each class teacher agrees **five rules** with the children in their class. This ensures that our pupils feel 'ownership' of rules they are expected to follow. The language and detail of class rules will be age appropriate. The class rules, rewards and sanctions are displayed in each classroom. Children must understand the consequences of not following the rules.

Each class uses Class Dojo, which is a whole school online rewards system, which underpins our shared values and is adhered to by all members of staff. Through this system, we aim to promote positive behaviour and reward those who are behaving appropriately, whilst encouraging those who are finding it difficult to 'conform'.

Individual Rewards:

Each child has their own Class Dojo monster. Pupils can earn points for good behaviour which is linked to the class rules, virtues and values and other reasons which the teacher would like to acknowledge e.g. for helping others, being on task, participating, working hard, persistence etc.

Privilege Cards:

Each child can be awarded privilege cards when they reach a set target (agreed by the class) for their exceptional behaviour and actions. These points will be deducted when a child chooses to spend their points on a reward which each individual class agree at the start of each year.

N.B. These privilege cards must be spent before the end of the half term – they cannot be carried over and all pupils points start on zero.

Whole Class Rewards

Pupils will have a set class target (agreed between the class and the class teacher) to achieve which will be displayed in class. This may be awarded using marbles/ Dojo points or other similar methods.

The pupils and class teacher will agree a whole class reward. The class teacher should then ensure the class reward has been approved by the Deputy Headteacher before confirming this with pupils.

N.B. The class teacher has the right to exclude pupils from all or part of the reward following an agreed class consequence e.g. missed three break times in two weeks (there must be a record of this)

When problems arise, they should be dealt with, first and foremost, by **the adult supervising the pupils.**

If a pupil's behaviour falls below an acceptable standard, the following sanctions may be used to correct this:

1. A member of staff may issue a verbal reminder, firm look or gesture (whichever is most appropriate) in order to correct any inappropriate behaviour. However, if this is ineffective, then the following procedures should be adopted:

2. DEDUCT A POINT on Class Dojo

If you have had to deduct a point, try and find a way to praise the child again later within 20 minutes. If however, negative behaviour continues, you may choose to repeat the warning / reminder. See below:

3. DEDUCT A SECOND POINT on Class Dojo and PROVIDE A CONSEQUENCE

Failing the above, you will need to deduct another point and provide a consequence (which the teacher deems to be appropriate) for the child.

Consequences may include:

- 'time out' in the classroom – this is where the pupil is moved to an area of the classroom to work alone and reflect on their behaviour.
- Behaviour reflection (normally at the start of break/lunch OR if appropriate after the incident)
- Writing an apology letter
- Redoing work (parts / whole) to the expected standard
- Missing parts/ a whole of break / lunch time
- Being sent to the Headteacher or Deputy Headteacher and parents informed.

The above model may not be suitable in all occasions; for instance, where a child is deliberately putting themselves or others at risk or physically hurting others, it may be necessary to involve the Headteacher or Deputy Headteacher immediately. Serious incidents must be immediately brought to the attention of a member of the Senior Leadership Team. The pupil will spend a whole morning or afternoon with the Headteacher, Deputy Headteacher or Assistant Headteacher. They will complete work in isolation from their class mates and miss their playtimes and lunchtime break. Parents will also be contacted.

Unacceptable behaviour includes:

- Answering back, rudeness or aggression to adults
- Making unkind remarks
- Disobedience to a reasonable instruction
- Dishonesty
- Incompletion of tasks set
- Refusal to follow instruction or rules
- Verbal or physical aggression (this is classed as serious unacceptable behaviour)
- Persistent disruptive behaviours which prevent others from learning.
- Biting, spitting, hitting and kicking
- Damaging property
- Sexualised comments
- Racist comments
- Homophobic comments
- Foul language and swearing
- Threats to pupils or staff
- Stealing
- Forming gangs
- Bullying or cyber bullying
- Knowingly bringing in items to school that could cause harm or anxiety to other children
- Truancy

Communicating with Parents:

Parents should be informed by telephone by the staff member in charge of unacceptable behaviour as soon as it is practically possible, ideally on the day that it has happened.

Parents should also be informed of any low level but persistent behaviours so that support can be in place.

Persistently Poor Behaviour:

If unacceptable behaviour continues following a phone call with parents, a positive and individualised reward system should be in place e.g. sticker chart, timetable log etc.

This should then be reviewed after two weeks with the parent.

If it appears that the behaviour has not improved then the Deputy Headteacher should be informed and a report personalised for the pupil in place. This will be agreed with the parent, pupil and class teacher and reviewed.

Consequences may also be issued to pupils for misbehaviour when:

- (i.) The pupil is taking part in any school organised or school related activity off the school premises.
- (ii.) Complaints from the public regarding pupils travelling to or from school.
- (iii.) Wearing school uniform or –
- (iv.) In some other way identifiable as a pupil at the school (including the misuse of electronic means of communication) or –
- (v.) The misbehaviour could have repercussions for the orderly running of the school or –
- (vi.) Poses a threat to another pupil or member of the public or –
- (vii.) Could adversely affect the reputation of the school.

Note - Please note that Teachers have the power to discipline pupils for misbehaving outside of the school premises and our usual consequences for poor behaviour will apply.

Whole School Rewards:

In any behaviour system the emphasis should always be positive with encouragement and praise, rather than the more negative approach of criticism and punishment. Criticism should always include advice on how to improve and should be constructive in its approach.

Praise is given in many ways, and may include the following:

- Privilege 'credit cards'
- Positive verbal praise
- A written comment on child's work
- A public word of praise (in group, class or whole school situation)
- A system of reward (house points / stickers)
- Informing parents
- Use of school reports
- Dojo points – the class work towards a negotiated 'treat' by earning marbles for times when the whole class has behaved or worked appropriately. The number of marbles needed is agreed with the class.
- Showing good work in school assembly and receiving a special certificate

Rewards can be given by any member of staff who comes into contact with the pupils.

During each week, a member of the Senior Leadership Team will visit each classroom to conduct a behaviour walk to praise those who are making 'good' choices and if appropriate, speak to children displaying negative behaviours.

Please note: this system may be adapted to support each class/individual, upon discussion with the class teacher and Deputy Headteacher or Headteacher.

Weekly Class Celebration

Every Friday, staff will select two children who have excelled during the week.

Within class, the selected pupils will receive a class badge which they can wear in school Monday – Friday. They will also be acknowledged on the school weekly newsletter and will be awarded during a whole school assembly (virtual or face-to-face.)

Lunchtime:

School Hall & Corridors Rules:

1. Everyone should walk in the hall and corridor
2. All children should remain seated until they have finished their lunch (rubbish in the bin at the end)
3. All children will use small voices to speak to their friends and only talk to those on their table
4. All children will be encouraged to not speak with their mouth full of food
5. All children should be polite and respectful to adults.

Playground Rules:

1. We respect the adults on duty by following their instructions.
2. We will have kind hands and feet whilst we play.
3. We will respect our equipment and environment (including not chalking on the shed/benches).
4. We let other children join in with our games.
5. We will stand still when we hear the signal and walk sensibly to our lines.

Pupils will be **awarded stickers, house points** and **positive praise** as and when appropriate.

When children fail to follow the playground rules this will be reported to the class teacher at the end of lunchtime.

If a pupil acts in a manner which is verbally or physically aggressive, they will be withdrawn from the playground for the remainder of lunchtime and further consequences will be discussed. Persistent or very serious bad behaviour may lead to exclusion from school at dinner times.

Behavioural incidents:

It is important that parents and teachers and all other members of staff are seen to be working together, supporting the aims and values of Holy Name Catholic Primary School. Therefore, if a parent wishes to discuss any behavioural incident that has occurred regarding their child, if the incident has happened during the school's morning or afternoon sessions, they should **arrange to speak with the class teacher by calling the school office**. A mutually convenient time will be agreed for either a phone call or face-to-face meeting.

If it is a matter that it has taken place during the lunchtime break, parents should bring this to the attention of their child's class teacher by (by calling the school office). Class teachers will be informed of behavioural issues that occur during lunchtime either verbally or in writing by a lunchtime supervisor. **N.B. The class teacher may need an opportunity to liaise with lunchtime staff in order to follow up any lunchtime incidents.**

Occasionally there may be instances where parents disagree with something that has happened in school. We would expect parents to approach the class teacher in the first instance. If the problem persists or is of a serious nature then the Headteacher/Deputy Headteacher will be informed. If parents wish to discuss more serious matters with the Headteacher / Deputy Headteacher, the school office should be contacted to arrange a convenient day and time.

*** NOTE – Children should be kept unaware of any grievance a parent may have and it should appear that school and home are working in co-operation. It is extremely harmful for a child to be present whilst parent and teacher are voicing a disagreement.**

Racist Remarks:

A pupil is reprimanded, the Headteacher is informed, parents are informed and a record of the incident kept.

In persistent cases, parents may be asked to discuss the matter with the Headteacher or a school governor in line with the school's equal opportunities policy.

Bullying:

The school has a separate policy for dealing with any incidents of bullying.

Equal Opportunities:

All children will be treated equally and fairly, irrespective of gender, race, disability or faith.

Care of school premises and site:

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment. This will include keeping the building tidy and free from litter.

The role of 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 carrying out these guidelines.

Fixed-term and permanent exclusions:

Only the Headteacher (or Deputy acting in the Head's absence) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil, he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make 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 LA 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 pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Drug- and alcohol-related incidents:

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion and the police and social services will be informed immediately. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring:

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a copy of the 'Incident Report' forms for those incidents where a child is sent to him on account of bad behaviour.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review:

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.