

"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.

Aims:

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:

- respect the Catholic nature of our school
- show self-control
- show respect for others
- cooperate with any reasonable request or instruction given by an adult
- never use any form of verbal or physical abuse
- behave in an acceptable manner in all lessons and in all situations in and around school including on the way to and from school
- look after our school environment by discarding litter responsibly, not damaging or defacing others' work and not damaging any school property or that of others'
- wear the correct school uniform
- take pride in their achievements
- show an interest in their activities
- have 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
- 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

- ability to take turns
- a knowledge of when and how to intervene
- conflict resolution skills
- responsibility for their own choices and actions
- 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;
- 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;
- Give parents regular constructive and positive comments on their child's work and behaviour and ensure that they are kept informed of any concerns.
- Involve parents at an early stage in any disciplinary problems.

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 expected to:

- Sign the Home-School agreement.
- Keep the school informed of behavioural difficulties their child may be experiencing at home.
- Inform us about their child's ill health and any absences connected with it.
- 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.
- Attend and contribute to parents' evenings and reviews.
- Be role models for their children at all times, especially when on the 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.
- Fully supervise their child and adhere to the school rules whilst they are on the school premises.

Raising a Parental Concern:

1. Parents should approach the **class teacher** in the first instance should they wish to discuss any matter relating to pupil behaviour in school.
2. If following a face-to-face meeting with the **class teacher** the matter has not been resolved, then parents can request an appointment (through the school office) with the **Assistant Headteacher** for their child's phase.
3. It is expected that almost all behavioural concerns would be addressed at Stages 1 & 2; however, if after having met with both the **class teacher** and **Assistant Headteacher / Phase Leader** further discussion is required then parents may request an appointment with the **Deputy Headteacher (Behaviour Leader)**.

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

When reaching a decision about pupil behaviour, this is informed by statutory DfE guidance whereby the civil standard of proof is applied. This means that the Headteacher should accept that something has happened if it more likely that it happened than that it did not happen.

RULES:

At the start of each academic year, each class teacher agrees **five rules** with the pupils 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. Pupils must understand the consequences of not following the rules. These rules should be reviewed, adapted and agreed with pupils as often as is necessary (at least termly).

Lunchtime Rules:

Hall & Corridor 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.

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 serious bad behaviour may lead to exclusion from school at dinner times.

Class teachers will be informed of behavioural issues that occur during lunchtime by a lunchtime supervisor.

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.

Rewards can be given by any member of staff who comes into contact with the pupils 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
- Marble Jar (or equivalent) – 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

We follow the 'Good to Be Green' system, which is a whole school 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'.

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

Green Card:

Each child starts the day on a green credit card (new day, new start). This gives the children an incentive to behave positively. If a child is on green, they are able to receive 'privilege credit cards'

Privilege Cards:

Each child can be awarded privilege cards for their exceptional behaviour and actions. This could be anything that has impressed the adult working with the children. Each child can collect privilege cards throughout a half term. They can choose to 'spend' them 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.

CONSEQUENCES:

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. **Yellow Card:** A **WARNING** card.
If negative behaviour continues they will place a **Yellow Card** in front of their **Green Card**. *The aim is to move the child back to a **Green Card** before the end of the lesson or the end of the day.* If the behaviour continues/does not improve, they will receive a **Red Card**, which is the equivalent of a second **Yellow Card**. See below:
3. **Red Card:** A **CONSEQUENCE** card.
A **Red Card** can be given following a **WARNING** (yellow card), when the negative behaviour continues or if extreme behaviour is shown for example, fighting, stealing etc. When the child is placed on **Red** he/she must receive a **CONSEQUENCE** and the teacher must record this so that staff can monitor patterns of behaviour.

Being on **Red** means that the teacher will enforce a **CONSEQUENCE** (which the teacher deems to be appropriate) for the child.

Please note: **a child cannot move back to Green, once they receive a Red Card.**

If a child receives a **Red Card**, further action 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.
- 'Time out' in another classroom – where the pupil is moved to another classroom where they will reflect on their behaviour. They will then return to their own classroom when they are deemed to be ready. The headteacher or deputy headteacher (or assistant headteacher if they are not available) must be informed of this before a pupil is moved.
- Being sent to the Headteacher or Deputy Headteacher and parents being informed.

- Writing an apology letter.
- Redoing work to the expected standard.
- Reflecting on behaviour.
- Missing parts / a whole of lunch time.

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 classmates and miss playtime and lunchtime break. Parents will also be contacted.

If a pupil is not displaying trustworthy behaviour in school during the timetabled day then they may not be permitted to attend after school clubs or sports teams or be taken offsite for educational visits.

Consequences may also be issued to Pupils for Misbehaviour when:

- The pupil is taking part in any school organised or school related activity off the school premises *or*
- The pupil is travelling to or from school *or*
- The pupil is wearing school uniform or in some other way identifiable as a pupil at the school (including the misuse of electronic means of communication) *or*
- The misbehaviour could have repercussions for the orderly running of the school *or*
- Poses a threat to another pupil or member of the public *or*
- Could adversely affect the reputation of the school.

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

Internal Exclusion:

Where a serious breach of the school's rules or policies takes place or there is serious risk of harm to the education or welfare of the pupil or others in the school, a decision will be taken by the Headteacher (or Deputy acting in the Head's absence) as to whether a form of exclusion is an appropriate sanction.

This can either be as the result of a very serious incident or the repetition of incidents. This is usually in consultation with other members of the senior leadership team.

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or place in the school building.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken.

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 Local Authority 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 Local Authority, 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.

UNACCEPTABLE BEHAVIOUR INCLUDES:

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

Racist and / or Homophobic 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.

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 illegal drugs onto the school premises. Any child who is found to have brought any type of illegal substance to school 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 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.