

# HOLY FAMILY CATHOLIC PRIMARY SCHOOL

## SERVING THE COMMUNITY

### Positive Behaviour Policy

#### Our Mission Statement

With Christ at the centre, we live, love and learn together,  
reaching out to all.

**Together, with Jesus, we can do it!**



#### **Vision:**

**'Only the best is good enough'**

**Revised:** 2<sup>nd</sup> Sept 2022

**Date of next review:** Sept 2024

**Signed:** Mr I Leatherbarrow

**Role:** Chair of Governing Body

**Adopted by the Governing Body:** 12<sup>th</sup> October 2022

At Holy Family, we aim to provide effective teaching in a secure and stimulating environment to enable our pupils to achieve their full learning potential. The aim of our behaviour policy is to assist us in creating an environment where teachers can teach, children can learn and good behaviour is celebrated.

We encourage children to follow the school rules by praising them for good behaviour and good learning. To encourage and promote good behaviour, attitude and work, we have devised reward systems which are consistently followed throughout the school. We are committed to praising children's efforts.

How we reward a Holy Family child:

### **Daily Rewards:**

- Positive verbal praise from all staff and pupils that is unique to that particular member of staff.
- Dojos - using our online reward system.
- Stickers, reward stamps and sticker charts.
- Class rewards systems and strategies.
- Showing their work to the whole class or another class.
- Classroom and corridor displays.
- Being sent to the HT/DHT/AHT to show work or celebrate their excellent behavior or work.
- Showcasing excellent behaviour and work on our school Twitter account and website.

As well as daily rewards, we also have weekly and termly rewards:

### **Weekly Rewards:**

#### **Superstar Assemblies:**

This assembly is the highlight of the week where the whole school gather, celebrate and laugh. Children are rewarded for excellent work, behaviour and living out our school values of courage, justice, tolerance commitment, compassion, respect; being the best version of you!. The weekly awards assembly showcases good learning and behaviour and all children and staff look forward to this celebration. Children who receive certificates and rewards have their photograph taken, and then this is displayed on the school website and Twitter page.

Each week, teachers will award children with 2 certificates: Golden Table Certificate and Best Seats in the House Certificate, as well as the Dojo Certificate. These will recognise children's achievements, attitudes, behaviour etc throughout the week. Class teachers will keep a log of all the winners each week so that winners can be monitored throughout the year.

#### **'Golden Table' Certificate:**

Winners will sit at the Golden Table every Friday for lunch time and will be able to choose a friend to celebrate with them. They will have access to plates and cutlery and will be served by Yr 6 monitors/dinner staff. The children will also be provided with

cordial drinks and a special dessert. Packed lunch winners will sit at the Golden table too if they win.

**‘Best Seats in the House’ Certificate:**

Children who are awarded with this certificate, will sit in the ‘Best Seats in the House’. Winning children will sit on special chairs, and be provided with toast and cordial drinks whilst watching the rest of the assembly.

**Dojo Certificate/House Points:**

Throughout the day, teachers award children with ‘Dojos’. These can be awarded for a number of reasons such as lovely manners, always ready to begin lessons, being helpful, etc. At the end of the week, the child in each class with the highest number of Dojos is the winner and will receive a certificate.

At Holy Family, we have 4 House Teams: **Almond** (Red), **Arrowsmith** (Blue), **Barlow** (Green) and **Rigby** (Yellow). When a child enters Reception, they are assigned to their ‘house’. The child with the winning number of Dojos for each class then has their total Dojo points converted to House Points

At the end of the assembly, the winning house will receive a plaque which will be added to our House Point Board. The winning house at the end of each term will be rewarded with 30 minutes play time and the ‘House Point’ trophy.

**‘Hot Choc with the Head’:**

A child from each cohort is announced during Friday’s Superstar Assembly of those children who have displayed impeccable behaviour each and every day. The winning children will then have the opportunity to join the Head in his office, to have a 15 minute celebration with the Headteacher called ‘Hot Choc with the Head’. This takes place straight after assembly and consists of hot chocolate, treats and conversations about their weekend and the working week ahead.

**Termly Rewards**

**‘Only the Best is Good Enough’ Reward:**

At the end of each term, we have a whole school Rewards Assembly where we celebrate great things such as good attendance and excellent behaviour. Each term, the staff choose two children within their class to receive our ‘Only the Best is Good Enough’ shields. The winners are often great role models for our school and do their very best each and every day. This award recognises those children who have aimed to live out our six values of courage, justice, tolerance commitment, compassion, and respect to be the best that they can be.

**Going for Gold Stars:**

Throughout the half term, classes have the chance to win gold stars that are placed on every classroom door.

During all times in the day, classes have the opportunity to win silver stars. The children of Holy Family get stars of recognition if they:

1. Line up and walk around school sensibly: **Justice**
2. Show pride in their uniform and the classroom they work in: **Commitment**
3. Ensure that playground games and activities are safe and respectful: **Compassion**
4. Respect for every individual in our school: **Tolerance**
5. Respect shown for the building and equipment : **Respect**
6. Ensuring their work showcases their best: **Courage**

Silver stars can also be awarded during assemblies for demonstrating a commitment to showing their best manners, compassion towards others; celebrating achievement of all groups and individuals and a respectful entrance to and exit from the assembly.

When a class wins 5 silver stars, this can be exchanged for a gold star. At the end of each half term, the winning class will be the class with the most gold stars on the door and they will be given a special whole class reward.

## **Holy Family Rules:**

We have school rules so that we can ensure that all feel valued and respected and all children can learn to the best of their ability. We teach the children our rules from the time they start at Holy Family and it is **vital** that parents support us by encouraging their child to keep the rules in order to make Holy Family school a happy and secure place of learning for all pupils and adults.

### **Rules:**

At Holy Family, we adhere to **3** rules.

1. Play safe, work hard and have fun.
2. Respect everything and everyone around you.
3. Treat others as you would like to be treated.

### **Routines and Consequences:**

At Holy Family, there is a clear procedure for dealing with children who choose to break the school rules.

### **Behaviour during lessons:**

If a child chooses to break a rule we have a system of consequences. These are clearly understood by all the staff and children. Children who display unacceptable behaviours have three warnings issued. When children receive a second warning, the member of staff will have a private conversation with the child in order to turn their poor behaviour around. Their name will also be put in the Burgundy Book After a third warning, the child is put on 'Time Out' which entails missing play times and/or lunchtimes. Children are

asked to reflect on their behaviour and fill out a 'Reflection Time Sheet' during their time in time-out. Parents will also be informed.

On occasions a child who displays forceful or extreme behavior can be put immediately on to 'Time Out'. In this case, parents will be informed at the end of the school day. The class teacher will invite parents into school to discuss the child's behaviour. If the parent does not pick up the child due to work commitments etc, the teacher will speak to the parent via telephone. Communication is vital. The details of the meeting will be recorded on CPOMs and SLT will be updated.

There may be occasions where the child may be asked to complete activities out of the classroom in specified area for agreed amount of time. If work is not completed the class teacher will either expect it to be done at lunchtime or send it home to finish.

### **Behaviour during lunchtimes:**

The children are made aware that the same rules apply at lunchtime as they do at any other time of the school day. All members of the lunchtime staff follow the same procedure.

Occasionally children are referred to the DHT/AST if the misbehaviour is deemed serious whether in class or on the playground, for example in the following circumstances:

- Physically hurts another pupil deliberately.
- Swears or makes offensive remarks.
- Persistently verbally abuses another pupil or continues to call names
- Is very rude or aggressive to a member of staff.
- If the behaviour puts other children at risk.

Children who continue to display poor behaviour may be given a 'Behaviour Improvement Card'. The process begins by meeting with the parents and child to discuss appropriate behaviour targets (max 3). These targets will then be reviewed on a lesson by lesson basis by the teacher, reviewed by a member of SLT, and then be shown daily for parents to see and sign. After two weeks the child and parents will be informed as to whether the targets have been successfully met. If so the process will stop, if not the child may continue for another week. This process may be repeated as necessary.

An IBP (Individual Behaviour Plan) may be used either in addition to, or instead of, a 'Behaviour Improvement Card'. This will be done in consultation with the SEND coordinator and the Learning Mentor, and in discussion with the parents.

Children who continue to break the rules even after parents have been contacted may be the subject of an internal exclusion from their class for a day or more. They will be set work by their class teacher and work under the supervision of another teacher in another class. Parents will be notified if this occurs.

### **Learning Mentor:**

Our Learning Mentor will address any barriers to learning. Sometimes this can be by challenging poor behaviour. This key role will involve supporting targeted children on a

1-to-1 basis or through small group, temporary interventions. Our Learning Mentor is also available during lunchtime to support children at risk through activities such as a Nurture Group.

### **Bullying:**

- We do not tolerate any form of bullying whether physical or verbal.
- We encourage children to tell us if they feel they are being teased or hurt in any way as we are a “telling school”.
- We always speak to the children involved and inform parents if it does not stop
- We do all we can to help the child who is being bullied.
- All incidents of bullying are recorded.

In the case of bullying the Headteacher will be informed immediately. (See Anti-bullying Policy).

### **Racist behaviour**

- We do not tolerate racist behaviour in any form and will always challenge it.
- We will explain to children why it is not acceptable and if it is repeated, parents will be notified.
- All incidents of racist behaviour are recorded.

### **Physical Intervention – Team Teach**

Staff have a duty of care for all pupils in the school and may, as a last resort, have to physically intervene in order to safeguard the welfare of children in their care, to ensure the pupil’s own safety and the safety of other pupils and staff, or that property is not seriously damaged.

Examples of situations that may call for judgements of this nature include:

- A pupil attacks another pupil or member of staff.
- A pupil is committing or on the verge of committing deliberate damage to property.
- A pupil absconds or is attempting to leave school other than at an authorised time
- A pupil is refusing to follow an instruction to enter or leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

It is important to note that the use of reasonable force will only be applied at Holy Family as a last resort, when all other alternatives have been exhausted and that any force used will be reasonable, proportionate and absolutely necessary.

All teachers have received training from Team Teach, to physically intervene when children are in a standing position, in the most appropriate and least intrusive way. These techniques include ‘Helping Hugs’ and ‘Caring C’s’. Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique, but a regrettable and infrequent ‘side-effect’ of ensuring that the pupil remains safe. All use of physical intervention will be reported to the Headteacher.

## **Attachment Awareness and Social, Emotional and Mental Health**

At Holy Family, we believe that all behaviour is communication; *beneath every behaviour, there is a feeling. Beneath every feeling, there is a need. When we meet that need, rather than focus solely on the behaviour, we will begin to deal with the cause, not the symptom.*

Attachment is the need to survive physically and psychologically. Attention seeking behaviour can be seen as attachment seeking behaviour. Therefore, children who, on occasion, require physical intervention or display poor behaviour choices are communicating a need and at Holy Family we are tireless in our endeavors to understand that need by working with the child and their families to put the right support and strategies in place.

SEMH; Social, Emotional and Mental Health is an umbrella term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or experiencing mental health problems. This again is a form of communication, and a need that requires fulfilling and at Holy Family, we have a range of services and support mechanisms in place to meet that need.

At Holy Family, our approach to positive behaviour management is informed by the knowledge that in the main, inappropriate or challenging behaviours can be avoided or significantly reduced and managed through proactively promoting a supporting positive social, emotional and mental health and attachment needs, delivering high quality teaching and for all staff to be positive role models.

### **Managed Moves:**

Managed moves can be used as an alternative to permanent exclusion in situations where giving a child a fresh start in a different school is likely to be successful. In most cases, Managed Moves should be used when all other strategies have been exhausted.

### **Exclusions**

At Holy Family we try different strategies in order to help a child who finds keeping the rules difficult. However the health and safety of other children and staff has to be our priority as well as the effective education of every class. If a child is affecting others' safety or education, we may have to exclude him or her from school, either for a fixed term, or in exceptional circumstances, permanently.

We do all we can to work with parents to prevent serious sanctions having to be used. If children have extreme behavioural difficulties, we would expect them to be on our Special Educational Needs Profile, have an Individual Education Plan and/or Pastoral Support Programme with targets and support for improvement. In the rare event that a child is excluded from school, where a fixed term exclusion is for more than five days, the Governors' Discipline Committee will meet to consider the exclusion. If a pupil's fixed term exclusion amounts to more than fifteen days in one term, the Governors' Discipline Committee will meet to consider the exclusions. Parents are informed of their rights to appeal in the letter notifying them of the exclusion. As soon as a decision to exclude a child is made, the parents or carers are contacted by telephone and are expected to collect their child from school immediately. The parents or carers are also expected to

meet the Headteacher to discuss their child's behaviour before he or she returns to school.

### **How can parents help the school?**

It is very important that parents always report concerns to the school via your child's class teacher, especially if they involve another pupil. It is not appropriate for parents to approach someone else's child or another parent about an incident that may have occurred in school. Matters should always be referred to the school for investigation so that appropriate action may be taken.

### **We would like parents to:**

- Explain the rules to their child.
- Tell their child to seek adult help if they have a problem.
- Tell their child not to hit back.
- Tell the school if their child is worried about anything.
- Let the school deal with any problem rather than contact another parent.
- Read newsletters and other information so they know what is going on in school.
- Acknowledge letters/information that is sent home by signing and returning.
- Be positive and praise their child for their achievements, however small.
- Support the school via the home/school agreement and accept the school's decision regarding rewards and consequences.

At Holy Family we need parental support to uphold our Catholic/Christian values. We know that with your help, we can achieve our stated aims so that all children and adults feel valued, respected and can work to the best of their ability.