

HOLY FAMILY CATHOLIC PRIMARY SCHOOL
POLICY FOR BEHAVIOURS, DISCIPLINE & ANTI-BULLYING

MISSION STATEMENT

“We are the Holy Family: we are united in God’s love. Following in his footsteps we aim to create a safe and happy learning environment wherein each child is encouraged and supported to reach their full potential.”

1. INTRODUCTION

All that we are, all that we do and all that we achieve is set within the context of the Catholic Education provided in our School which is rooted in the teaching of Christ in His Gospel.

It is important that each person, staff, and pupils, know that he/she is highly valued regardless of colour, family circumstances or gender.

It is essential to good relationships that each person is given respect and treated in a trusting and truthful manner. It is important that all activities undertaken by our pupils are carried out in a calm, controlled and safe environment. It is important that our pupils understand the importance of good behaviour.

It is important that the school develops an active partnership with parents to promote good behaviour and, if problems do arise, that staff have and support a consistent systematic and purposeful approach that will lead to a satisfactory outcome.

Holy Family Catholic Primary School has a tradition of good, caring and responsible behaviour.

Parents expect children at this school to behave well. The majority of children and parents share the Catholic faith and all our parents and children respect our Christian culture.

The common ground of faith helps to forge good community links between home, school and parish. Parents make a deliberate and positive choice in sending their children to Holy Family School.

Our Home/School Agreement reflects the expectations of school, parent and child.

2. AIMS

To provide an environment where every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

To promote good relationships so that people can work together with the common purpose of helping everyone to learn.

To consistently implement school rules and policies as a means of promoting good relationships.

To treat all children fairly and apply the behaviour policy in a consistent way.

To help children grow in a safe and secure environment and to become positive, responsible, caring, moral and spiritual members of society.

To reward good behaviour as we believe that this will develop an ethos of kindness and co-operation.

To understand and recognise that rules and policies are in place to promote the safety of every individual and protect the rights and needs of all.

3. BEHAVIOUR MANAGEMENT

We promote a caring supportive environment in which acceptable behaviour is consistently encouraged and rewarded by praise.

We expect all staff to treat children with respect so that there is mutual respect and understanding between adults and children.

All staff share responsibility for ensuring good behaviour between children at all times both inside and outside the classroom and sometimes away from the school premises.

Children are encouraged to understand the high expectations placed upon them as members of the community and to behave in an acceptable way both inside and outside the school.

4. EXPECTATIONS

We expect children to:

- be polite
- be respectful to all other children and all adults
- value friendship
- be honest and truthful
- work to the best of their ability
- arrive punctually for school
- be tidily dressed in school uniform

5. POSITIVE APPROACH

It is important to praise, support and commend children to ensure a satisfactory standard of behaviour and a successful, happy, purposeful, safe and working environment.

We consider it an essential part of the children's education and development to experience forgiveness for wrongdoing and be given the chance to make amends and improve their behaviour. We acknowledge the efforts that some children make to modify and improve their behaviour and attitude.

Children are encouraged to apologise if their behaviour has hurt or upset another and efforts are made to ensure that they understand that 'sorry' means trying not to repeat that behaviour again.

In discussions about promoting good behaviour, it is important the children reflect on their behaviour and empathise with others.

Children are encouraged to recognise the good in others and the good they can do and to praise it.

We foster an environment where hurtful, personal remarks are not tolerated.

Children are encouraged to use appropriate and acceptable language and gestures at all times.

In confrontational situations, children are encouraged to report the matter to the person on duty and not to deal with it themselves.

At all times the emphasis is on promoting good, positive and responsible behaviour: recognising that sometimes the needs of others are more important than their own needs; promoting a sense of acting for the greater good.

All the children at our school have the opportunity to win 'Thank you for making Holy Family School a happier place' certificates for their good behaviour, their effort, their helpfulness, or their good work.

These certificates are presented at school assemblies.

All the Year 6 children have special responsibilities as Team Point Collectors, helping the Reception class children at dinnertime, delivering the class and the dinner registers each morning, selling 'tuck', and leading play with KS1 and KS2 children during wet break-times.

All children can win House Points and the winning House receives an extra reward during the week. House Points are announced at the Friday morning Assembly and displayed in the hall.

6. DEALING WITH UNACCEPTABLE BEHAVIOUR

6.1 In the classrooms:

The class teacher deals with behavioural problems, including inappropriate language, that arise within the class or that arises because of his/her classes' behaviour elsewhere. This pastoral responsibility of the class teacher is important and, therefore, referrals should not be made to the Deputy Head or Headteacher at too early a stage for minor matters, as this can undermine the class teacher's authority.

Behaviour of a more serious or persistent nature can be referred to the Deputy or Headteacher. To ensure that the matter is treated in a fair manner, the Deputy or Headteacher will normally refer back to the class teacher.

It is important to have supporting evidence where a child makes an allegation against another. It is important that the accused child hears what is said and has a chance to answer.

6.2 In the playground:

Where there is an allegation of misbehaviour on the playground, the member of staff on duty will investigate and, if the allegation is found to be true, the member of staff will:

- apply a sanction appropriate to the behaviour;
- discuss with the child the appropriateness of their behaviour;
- withdraw the child from the situation for a specified period of time

If the nature of the behaviour requires stronger actions, the member of staff will refer the incident to the class teacher.

If the behaviour is more serious or persistent, the child will be referred to a senior member of staff.

When necessary, parents may be contacted and invited to discuss their child's behaviour in order to have their support and co-operation in resolving problems.

6.3 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control of Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Class Action Books

Each class teacher maintains a Class Action Book in which he/she notes any referred incidents of unacceptable behaviour and complaints from parents etc. This book is used as an ongoing record throughout the school and may be used to inform meetings with parents/Senco.

7. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Sanctions may take a number of forms and are always age appropriate:

- It may be a verbal reprimand
- It may involve the withdrawal of privileges
- It may be additional duties
- It may be detention during the course of the school day
- A contact book may be issued if behaviour does not improve
- Uncompleted class work may be required to be finished at break time
- Uncompleted class work may be sent home and should be returned the next day, signed by the parent
- Older children may be requested to do a piece of written work related to their bad behaviour or write a letter of apology. Both of these to be signed by a parent.
- It may be exclusion for part (e.g. lunch-time) or all of the school day on a temporary or permanent basis.

8 BULLYING

Bullying is the wilful, conscious, persistent desire to hurt, abuse, threaten or frighten someone else.

It can be carried out by an individual or groups.

It can be physical, emotional or verbal. The school is also aware that some forms of bullying may take place outside the school environment e.g. cyber bullying and seeks to be supportive of children and families. All matters of this nature will be treated seriously and investigated.

It is important that everyone feels secure enough to report incidences of bullying.

Incidents of bullying or suspicions of bullying are made known to all staff.

Substantiated cases of bullying should be referred to the Headteacher or Deputy who will take steps to deal with them.

8.1 Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as intolerable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

9. DEALING WITH BULLYING

Any of the following procedures may be administered to deal with acts of bullying in an order appropriate to the circumstances of the individual situation.

- Speak to the culprit(s) about the matter and try to remedy the situation by appealing to their goodwill
- Write letters of apology, if appropriate
- Inform the parents and invite them to discuss the situation
- Isolate the culprit(s) from other members of the class
- Isolate the culprit(s) from other children during playtime

- Isolate the culprit(s) during part or all of the dinner session
- Isolate from the school during the dinner session
- Request parents to remove culprit(s) from school at 12 noon and return at 1pm
- Implement appropriate strategies that may include:
 - a) circle time
 - b) personal behaviour management progress
 - c) home/school diary
 - d) drama/role play
 - e) assemblies
 - f) involvement of external agencies

10 FIXED TERM AND PERMANENT EXCLUSIONS

10.1 Exclusions are seen as a last resort, however, in certain circumstances where a child has seriously broken the school's behaviour policy or their continued presence at the school would seriously harm the education or welfare of themselves or others in the school, exclusion may be considered.

For example:

- Striking any member of staff
- Wilful, unprovoked attack on another pupil
- Persistent, escalating aggressive behaviour (and/or with malicious intent), language and/or gestures
- Possession of illegal substances or alcohol

This list is not exhaustive or exclusive, but similar incidents (where in the headteacher's judgement there are 'exceptional circumstances') therefore may warrant exclusion for a first offence.

10.2 Only the headteacher (or the acting headteacher) 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, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, make representations to the governing body.

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 pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion representations on behalf of the governors.

When the committee meets to consider a permanent exclusion or a fixed term exclusion that would take the pupil's total days of exclusion above five for the term, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LA, and consider whether the pupil should be reinstated.

In the case of a fixed period exclusion, which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

If the governors' committee decides that a pupil should be reinstated, the headteacher must comply with this ruling.

11 SEN Children

Children on the SEN register must be dealt with in a manner that is consistent with their SEN and the targets on their IEP. Staff must be aware that when dealing with SEN children, their behaviour and their understanding of their behaviour and its impact on others may not be the same as their peers'.

12 THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact their class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

13 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.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

14 MONITORING

The headteacher and Curriculum & Pupil Related sub-committee of the school governing body monitors the effectiveness of this policy on an annual basis and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents and misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes:

- Lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

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.

15 EQUAL OPPORTUNITIES

As a school, we adhere to and support the vision of Every Child Matters that the government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

16 MONITORING AND REVIEW

The governing body reviews this policy every year. 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.

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life.

These strategies are over and above the strategies that are used for the majority of pupils and include:

- Individual programmes of rewards and sanctions which are in addition to our whole school system.
- Social skills groups – each year, children who have difficulties in behaving are invited to join a social skills group. This has a mixture of children who need support in improving their behaviour, as well as positive role models.
- Referral to outside agencies.

Other services and strategies:

- Regular meetings with parents
- Individual Behaviour Contracts
- Anger management strategies
- SEN referral – IEP formulated strategies to support
- Referral to Primary Behaviour Support Team
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Referral to CAMHS (Child and Adolescent Mental Health Service)

The Use of Reasonable Force (see Use of Reasonable Force policy and guidance)

At Holy Family, we follow the DFE guidelines which state:

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In the event of having to use reasonable force to physically intervene with a child, the HT will inform the parents. In the event of a member of staff having to use reasonable force, a Use of Reasonable Force incident report form must be completed and given to the Headteacher.

Sanctions

The following sanctions will apply to children who are unwilling to follow the class or school rules.

A Phased Approach

	In Class	On the Playground
Phase 1 For minor incidents e.g. <ul style="list-style-type: none"> • fidgeting • time-wasting • swinging on a chair • talking out of turn 	<ul style="list-style-type: none"> • Quiet word or signal towards the individual or the group. • Verbal response indicating expected change in behaviour. • Name on board – to be ticked. • Give a warning and miss 1 minute from play for each tick. 	<ul style="list-style-type: none"> • Quiet word or signal towards the individual or the group. • Suggest games to play or equipment to use. • Use of upper KS2 children to support the younger children at play.
Phase 2 For continued minor incidents, or more serious incidents including a physical act: e.g. <ul style="list-style-type: none"> • calling out • walking around • rude noises • constant talking • arguing • inappropriate language • disruptive physical contact with another pupil 	<ul style="list-style-type: none"> • Children who persist in not conforming to agreed rules will be held back from break and supervised by their class teacher for an appropriate time period. • Teacher to speak with parent or carer if appropriate. • Peer mediation. • Cumulative loss of play (e.g. 2 mins, 5 mins, 10 mins slots). 	<ul style="list-style-type: none"> • Time out in playground. • Stay with teacher / MDA / sit on a bench for a timed period. • Withdrawal of play equipment for period of time. • MDA to provide class teacher with a verbal report.
Phase 3 Regular issues	<ul style="list-style-type: none"> • Time out – send to a colleague’s classroom. 10 minutes initially (thinking time where child writes a written response regarding their behaviour if age appropriate). • Lengthier periods of time out with class task. • If a pattern of behaviour develops, child can be sent to the relevant TLR in the first instance where the individual/group is spoken to regarding the right choices. • Record kept in the class action book. • Home-School communication book to inform parents. 	<ul style="list-style-type: none"> • Record behaviour in book kept in MDA room. • This book to be monitored by the TLRs. • Copy of the MDA written report of the incident to be given to class teacher.
Phase 4 Persistent misbehaviour	<ul style="list-style-type: none"> • Class teacher to discuss the case with the DHT and involve parents. • Introduce a report card to be signed by class teacher or adult leading the lesson, at the end of each session. • Consistent Management Plan (CMP) implemented. All adults dealing with the child made aware of the CMP. 	<ul style="list-style-type: none"> • Record book brought to the DHT’s attention for action. • Missing playtime for a maximum of five lunchtimes (child to walk around with the MDA at the end of lunchtime so they get fresh air).
Phase 5 Continued disruptive, dangerous behaviour or violent behaviour eg smack to the mouth	<ul style="list-style-type: none"> • Approach external support agencies (play therapy or counselling). • Involve the Headteacher. • Child may be given internal exclusion. 	<ul style="list-style-type: none"> • MDA record book brought to the Headteacher’s attention for action.
Phase 6 If there is no improvement in the child’s behaviour, or for a one-off incident of violence	<ul style="list-style-type: none"> • Fixed-term exclusion. If the child has a series of exclusions, hold Pastoral Support Plan meeting (multi-agency meeting). 	
Phase 7 If there is no improvement and other children are being put at serious risk on a daily basis	<ul style="list-style-type: none"> • Permanent exclusion. 	