



## **HOLY FAMILY CATHOLIC PRIMARY SCHOOL** **POLICY FOR BEHAVIOUR, DISCIPLINE & ANTI-BULLYING**

**This version of our Behaviour Policy reflects the re-opening / wider opening of our school during the Covid-19 pandemic.**

### **MISSION STATEMENT**

**“United in God’s love, through learning and play,  
we nurture hearts and minds as we welcome all into our family”**

### **1. INTRODUCTION**

We believe that good behaviour promotes effective learning. Staff, parents and pupils themselves are essential in ensuring that this is understood and maintained. 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.

We have high expectations of behaviour and personal achievement for all of our pupils. This is established by providing a calm, caring, stimulating and safe environment. Pupils are encouraged to be independent, develop self-control and show respect for others.

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.

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. Our School’s AIMS**

- To create a culture that makes everyone in the school community feel valued, respected and supported, regardless of colour, family circumstances or gender.
- To help children grow in a safe and secure environment so they become positive, responsible, caring, moral and spiritual members of society.
- To maintain high expectations of behaviour through a clear and consistent approach to rewarding the positive and addressing the negative.
- To promote self-discipline and good relationships
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To keep pupils and staff safe

### **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. 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 neatly dressed in school uniform

#### **During the stage when the school is partially open to specified groups**

In the summer term, the school will reopen gradually, in accordance with government guidelines. Decisions about which pupils can attend, and how many, are based on an extensive risk assessment carried out by Senior Leaders. This risk assessment will be regularly reviewed and the school provision may change, depending on new guidance, any new risks identified. We will increase the number of pupils in schools only when it is safe to do so. During this period, there will be a number of new “rules” that pupils attending school will be expected to follow, and they will be given clear information about new procedures.

Pupils will be asked to follow new procedures in relation to:

- arriving at school and leaving at the end of the day
- following instructions on who they can socialise with at school – children will be expected to stay strictly within the group (‘bubble’) they are allocated to, and not spend time with anyone from another group
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) □ following school instructions on hygiene, such as handwashing and sanitising
- adhering to expectations about sneezing, coughing, tissues and disposal and avoiding touching their mouth, nose and eyes with hands
- telling an adult if they are feeling unwell / experiencing symptoms of coronavirus
- following new rules about sharing any equipment or other items including drinking bottles
- new procedures for breaks or play times, including where they may or may not play
- new rules about lunchtimes in school

- the use of toilets and any other communal areas
- clear rules about coughing or spitting at or towards any other person

New procedures and expectations will be clearly communicated to all pupils and staff to ensure they are understood, so our school can operate as safely as possible.

### What is positive behaviour?

### Our Code of Conduct and Mercy Values

Positive behaviour means that everyone in school takes responsibility for themselves and the effect of their actions on others within the school community by being:

- careful and kind;
- polite and friendly;
- helpful to each other;
- hard-working;
- respectful of other people’s needs, feelings and opinions;
- **aware and careful about protecting each other;**
- safe and sensible in how we move in and around the school;
- proud of our appearance i.e. wearing appropriate school uniform;
- saying sorry and forgiving one another

Code of Conduct	Mercy Values
Be Kind Aim High Work Hard No Excuses  <b>Be Safe</b> <b>Be Responsible</b>	Respect Tolerance Truth Service Forgiveness Faithfulness Humility Dignity

### Rights and Responsibilities

	Rights	Responsibilities
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• To learn without disruption from others</li> <li>• To enjoy their school lives without being bullied or harassed</li> <li>• <b>To feel safe from transmission of Covid-19</b></li> </ul>	<ul style="list-style-type: none"> <li>• To respect people and the property of others.</li> <li>• <b>To respect the space of others</b></li> <li>• To respect the authority of the school and all staff</li> <li>• <b>To adhere to the rules in place to reduce the risk of transmission of Covid-19</b></li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Respect from pupils</li> <li>• To have reasonable requests and commands complied with</li> <li>• Support from colleagues and parents</li> <li>• <b>To feel safe from transmission of Covid-19</b></li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that they are consistent and fair in matters of discipline</li> <li>• To respond with appropriate speed and firmness when dealing with inappropriate behaviour</li> <li>• To recognise and respond positively to good behaviour</li> <li>• To support colleagues in matters of discipline</li> <li>• To keep parents informed</li> <li>• <b>To take responsibility in reducing the risk of transmission of Covid-19 by respecting the space of others</b></li> </ul>

<b>Parents</b>	<ul style="list-style-type: none"> <li>• To feel secure in the knowledge that their children are taught in classrooms that are orderly and well managed</li> <li>• To be kept informed of any serious issues that involve their child</li> <li>• To know the procedures and mechanisms used by the school in dealing with serious incidents</li> <li>• To know if their own child's behaviour is giving rise to serious concern</li> <li>• <b>To feel secure in the knowledge that measures are put in place to try and limit the transmission of Covid-19</b></li> </ul>	<ul style="list-style-type: none"> <li>• To develop a sense of values in their children</li> <li>• To support the school in promoting good behaviour</li> <li>• <b>To adhere to and encourage their children to adhere to the rules to reduce risk of transmission of Covid-19</b></li> </ul>
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## **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.

### **Rewards & Praise**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

### **Special Recognition**

Teachers are encouraged to send children who have worked hard to achieve a particular target to the DHT/HT for praise and acknowledgement where they receive a certificate, or sticker.

### Celebration Book/ Angel Book

Every half term, at least one celebration assembly is organised where children are chosen from each class to be awarded an 'Angel Certificate for exceptional behaviour, achievement or effort. Their name is then written in the Book of Angels which is displayed on the school altar.

### Class DOJO Rewards

Class Dojo is also used as a reward system. Once registered as a Holy Family pupil, every child is allocated to a house team (St Thomas More, St John Bosco, St Joseph and St Mary) and they are encouraged to earn team points through Class Dojo. Points can be awarded by any member of staff to a maximum of 5 points each time.

Pupils earn Dojo points by demonstrating positive behaviour such as helping others, working hard, being kind to others and making good progress during lessons. However, staff can also remove Dojo points if a pupil breaks the school rules, including being disrespectful, being off task or hurting others. School staff will remove a maximum of 5 Dojos on any one day for inappropriate behaviour after two warnings are given for the same negative behaviour.

Parents/carers have access to their child's Dojo account through the Class Dojo website [www.classdojo.com](http://www.classdojo.com) or the Class Dojo app. This enables them to monitor the points that have been earned or lost by their child each day. Class Dojo is also used to send messages between teachers and parents. Every child has their own Dojo avatar which keeps a record of points earned and lost. Every Friday a celebration assembly will be held and the girl and boy in each class with the highest number of dojo points will be announced and awarded with a Dojo celebration certificate.

The points for each category are uniform to ensure consistency across the school. Teachers have discretion over how many points they award for homework and class work. This can be a maximum of between 1 to 5 Dojos for each weekly homework task or class lesson. The children can earn points from school staff for the following exemplar behaviours:

Behaviour / work / effort	Points score
Demonstrating our Catholic Ethos.	5
Following the Mercy and British values	5
<b>Showing respect for yourself</b>	max 5 (see table below)
<b>Showing respect for others</b>	max 5
<b>Showing respect for learning</b>	4
Meeting a Times Table target	2
Meeting a weekly spelling target	2
<b>Showing respect for the environment</b>	2
Sporting achievements and attitudes	3
Reading at home e.g Bug Club	1 dojo each day – ( max 5 for the week)
Handing in completed homework	max 5 per weekly task

	<b>Showing respect for yourself and your belongings</b>	<b>Showing respect for others</b>	<b>Showing respect for the environment</b>	<b>Showing respect for learning</b>
	<ul style="list-style-type: none"> <li>• Be prepared to give your best</li> <li>• Dress, speak and act appropriately</li> <li>• Look after your belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands, feet and unhelpful comments to yourself.</li> <li>• Be considerate</li> <li>• Use good manners and appropriate language.</li> <li>• Respond appropriately to others/ fantastic team work</li> <li>• Be kind and friendly to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Recycle where possible.</li> <li>• Keep the school clean.</li> <li>• Use equipment correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared with your reading diary and book.</li> <li>• Remain on task</li> <li>• Respect others efforts and contributions</li> <li>• Be a good listener.</li> <li>• Be positive with classmates</li> </ul>
<b>Corridor and Hall</b>	<ul style="list-style-type: none"> <li>• Always walk on the left</li> <li>• Walk in a line to and from the hall in a respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate voice levels.</li> <li>• Respect personal space of others.</li> </ul>	<ul style="list-style-type: none"> <li>□ Help keep the school clear of litter/rubbish</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions and rules</li> <li>• Keep noise levels low as others are still working.</li> <li>• Knock and wait to be invited into classrooms.</li> </ul>
<b>Outside</b>	<ul style="list-style-type: none"> <li>• Respect equipment and space</li> <li>• Play safely</li> </ul>	<ul style="list-style-type: none"> <li>• Practice good sportsmanship.</li> <li>• Encourage others to join in with games</li> </ul>	<ul style="list-style-type: none"> <li>• Place litter in the bins.</li> <li>• Respect school property</li> </ul>	<ul style="list-style-type: none"> <li>• Use observation skills to promote safety.</li> <li>• Always follow instructions given by an adult.</li> </ul>
<b>Lunch in hall</b>	<ul style="list-style-type: none"> <li>• Keep your area clean.</li> <li>• Make healthy food choices.</li> <li>• Use correct table manners.</li> <li>• Use indoor voices.</li> <li>• Follow instructions given by adults on duty.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in a quiet voice and only to those sitting at your table.</li> <li>• Keep the hall clean</li> <li>• Model good table manners.</li> <li>• Follow instructions given by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat furniture appropriately</li> <li>• Keep areas tidy and put wrappers/ rubbish in the bins</li> <li>• Clear your tray in the bins.</li> </ul>	<ul style="list-style-type: none"> <li>• Use cutlery correctly and model correct usage.</li> <li>• Report dangerous behaviour</li> <li>• Stay seated until you are told to leave.</li> </ul>
<b>Assembly, Library and ICT Suite</b>	<ul style="list-style-type: none"> <li>• Explore opportunities appropriately</li> <li>• Respect equipment</li> <li>• Follow instructions</li> <li>• Follow assembly etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>• Interact when appropriate</li> <li>• Wait your turn patiently</li> <li>• Follow procedures for use of equipment.</li> <li>• Maintain a safe distance from people in front or next to you.</li> </ul>	<ul style="list-style-type: none"> <li>• Replace the things you use.</li> <li>• Place litter in the bins</li> <li>• Take classroom equipment back to class afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Share materials and equipment as needed</li> <li>• Use appropriate research sites.</li> <li>• Help others who may be struggling.</li> <li>• Follow seating plan / order.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Wear appropriate kit and footwear.</li> <li>• Moderate voice level</li> <li>• Listening skills focus on the adult.</li> <li>• Participation is needed</li> </ul>	<ul style="list-style-type: none"> <li>• Applaud and encourage others to do their best</li> <li>• Follow the rules and encourage others □ Share equipment.</li> <li>• Follow safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment appropriately</li> <li>• Keep areas clean and tidy.</li> <li>• Put equipment away neatly and sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Show good listening skills. Follow the rules</li> <li>• Encourage and support others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be motivated to do your personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Good sportsmanship and fair play.</li> </ul>		
Home time	<ul style="list-style-type: none"> <li>• Line up in register order.</li> <li>• Keep voices low.</li> <li>• Stay with your teacher until parent / carer arrives.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate courteous behaviour.</li> <li>• Walk whilst staying in the line.</li> </ul>		

### **Rewards**

From September 2020, the children will spend their Dojos on rewards at the Dojo store on days allocated by their teacher. If they wish to, the children can save their Dojos for more expensive rewards at the end of each half term. The Dojo store will have a variety of rewards which the children can buy with their earned Dojos. The dojo cost of each reward will vary.

At the end of each term the whole class will have their Dojo points reset to start again in the new term. Each class will have a target number of Dojos to earn together each week which will be set by the teacher. If they reach this target a class reward will be given at the end of the week. The class will decide what they would like for each half term. This could be extra play, extra time in the ICT suite, play board games, extra PE lesson .....

### **Golden Time**

On Friday afternoons EYFS and KS1 children are rewarded with 'Golden Time' for good behaviour and good work throughout the week. If a child loses their Golden Time for two consecutive weeks as a result of inappropriate behaviour, the class teacher will speak to the child's parent/ carer and a Home/School Behaviour Book will be introduced.

### **Upper Junior Responsibilities**

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

In the Summer term of Year 5, the children follow a structured 'Sports Leaders' programme which trains them to lead games with younger pupils on the playground during lunch break.

## **7. DEALING WITH UNACCEPTABLE BEHAVIOUR**

### **In the classrooms:**

The class teacher deals with behavioural problems, including inappropriate language, that arise within the class or that arises because of a pupil's 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 should be referred to the Deputy. To ensure consistency, the DHT will speak to the reporting adult and the class teacher.

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

***Serious behaviour incidents (Phase 3+) MUST be recorded using the correct STAR Analysis forms and reported immediately to the DHT, or in her absence to a senior leader.***

**All racist, or homophobic incidents, should be substantiated. If confirmed, a Prejudice Driven incident form MUST be completed and reported directly to the Designated Child Protection Officer (HT) or (DHT).**

**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.

All members of staff are aware of the regulations regarding the use of reasonable 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 or 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 Files**

Each class teacher maintains a Class Action File in which incidents of unacceptable behaviour and complaints from parents etc are noted. This file is used as an ongoing record throughout the school and may be used to inform meetings with parents/SENCo.

To protect the health and safety of pupils and staff and limit the spread of Covid-19 we have put in place some strict guidelines for pupils to follow.

There will be clear expectations laid out by staff about children avoiding touching their mouth, nose and eyes.

There will be clear expectations laid out by staff about covering noses and mouths when coughing and sneezing, about disposing of tissues in designated bins, an increase in hand washing and the 'catch it, bin it, kill it' approach.

Purposefully coughing or spitting at or towards another person will have strict sanctions.

Teachers will consistently impose sanctions when rules are broken, in line with this policy, as well as positively reinforcing well-executed rules through encouragement and rewards, in line with this policy.

**STAR Analysis Forms**

All staff must complete a STAR Analysis Form when dealing with incidents that meet Phase 3 (or above) criteria. Staff should consider whether the incident should be formally recorded on a STAR Analysis Form or on a Prejudicial Incident Form (eg Racism, Homophobia etc)



Three copies of the completed STAR Analysis Form or Prejudicial Form must be made: I. for the Class Action book  
II. for the child's school record in the main office  
III. for the SLT (*STAR Analysis for DHT, or Prejudicial Form for HT*)

## **8. 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, or loss of dojos
- 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.

## **9 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.

### **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.

- to produce a safe and secure environment where all can learn without anxiety and to ensure there is a consistent school response to any bullying incidents that may occur.
- make all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **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 pupil(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 pupil(s) from other members of the class
- Isolate the pupil(s) from other children during playtime
- Isolate the pupil(s) during part or all of the dinner session
- Isolate the pupil(s) 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**

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.

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 forty five 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 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 SEND CHILDREN**

Children on the SEN register must be dealt with in a manner that is consistent with their SEN and the targets on their SEN Support Plan. 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.

If a pupil's unwanted behaviour continues after the usual agreed strategies have been tried, the class teacher should discuss the issues with the school SENCO and/or a senior member of staff. The pupil may be placed on the SEN register if the issues are serious and additional intervention other than normal quality first teaching is implemented; school will involve outside specialists and a variety of further strategies will be tried. This will be recorded as a Behaviour Management Plan, and in more extreme cases a Risk Assessment will need to be drawn up in liaison with the Leadership Team.

Any outside agency involved with the pupil as well as members of the pupil's family, will be consulted to discuss if there are strategies that do already work well for that individual that can be reinforced at school. The pupil's parents or carers must be kept informed and initially invited to a meeting in the same way as any other special needs review takes place.

A separate Behaviour Incident File for children on the SEN register (whose inappropriate / dangerous behaviour is causing concern on a regular basis) is stored in the Headteacher's office and dealt with in a manner that is consistent with their SEN Support Plan and advice from specialist teachers.

## **12 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 their need to:

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

## **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 – 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**

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.

Staff have received the Essex Steps Training (2017) which builds on de-escalation, culture, ethos and relationship building before, during and after a crisis. (Please see Essex Steps Course Book or speak to a member of the leadership team for advice).

Children from the winning team who have been involved in inappropriate behaviour, or who have not completed their work to an acceptable standard during the week must not be allowed to participate in the winning team award.

**The use of rewards and consequences is an integral part of successful pupil behaviour management and must be both consistent and fair.**

## Sanctions

The following sanctions will apply to children who are unwilling to follow the class or school rules. Staff must be aware that when dealing with children on the SEN register, their behaviour and their understanding of their behaviour and its impact on others may not be the same as their peers, so a modified approach may be required.

A Phased Approach	In Class	On the Playground
<p><b>Phase 1</b> For minor incidents e.g.</p> <ul style="list-style-type: none"> <li>• fidgeting</li> <li>• time-wasting</li> <li>• swinging on a chair</li> <li>• talking out of turn</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quiet word or signal towards the individual or the group.</li> <li><input type="checkbox"/> Verbal response indicating expected change in behaviour.</li> <li><input type="checkbox"/> Name on board – to be ticked.</li> <li><input type="checkbox"/> Give a warning and miss 1 minute from play for each tick.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quiet word or signal towards the individual or the group.</li> <li><input type="checkbox"/> Suggest games to play or equipment to use.</li> <li><input type="checkbox"/> Use of upper KS2 children to support the younger children at play.</li> </ul>
<p><b>Phase 2</b> For continued minor incidents, or more serious incidents including a physical act:</p> <ul style="list-style-type: none"> <li>• calling out</li> <li>• walking around</li> <li>• rude noises</li> <li>• constant talking</li> <li>• arguing</li> <li>• inappropriate language</li> <li>• disruptive physical contact with another pupil</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Teacher to speak with parent or carer if appropriate.</li> <li><input type="checkbox"/> Peer mediation.</li> <li><input type="checkbox"/> Cumulative loss of play (e.g. 2 mins, 5 mins, 10 mins slots).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Time out in playground.</li> <li><input type="checkbox"/> Stay with teacher / MDA / sit on a bench for a timed period.</li> <li><input type="checkbox"/> Withdrawal of play equipment for period of time.</li> <li><input type="checkbox"/> MDA to provide class teacher with a UNBI (Unwanted Negative behaviour Incident).</li> </ul>
<p><b>Phase 3</b> Regular issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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).</li> <li><input type="checkbox"/> Lengthier periods of time out with class task.</li> <li><input type="checkbox"/> If a pattern of behaviour develops the 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 file using the <b>STAR Analysis</b> form.</li> <li><input type="checkbox"/> Home-School communication book implemented to inform parents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Record behaviour on STAR Analysis Form.</li> <li><input type="checkbox"/> Copy of the MDA written report of the incident to be given to class teacher &amp; DHT.</li> </ul>
<p><b>Phase 4</b> Persistent misbehaviour</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Class teacher to discuss the case with the DHT and involve parents.</li> <li><input type="checkbox"/> Introduce a report card to be signed by class teacher or adult leading the lesson, at the end of each session.</li> <li><input type="checkbox"/> Consistent Management Plan (CMP) implemented. All adults dealing with the child made aware of the CMP.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant paperwork brought to the DHT’s attention for action.</li> <li><input type="checkbox"/> 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).</li> </ul>
<p><b>Phase 5</b> Continued disruptive, dangerous behaviour or violent behaviour eg smack to the mouth</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approach external support agencies (play therapy or counselling).</li> <li><input type="checkbox"/> Involve the Headteacher.</li> <li><input type="checkbox"/> Child may be given internal exclusion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant paperwork brought to the Headteacher’s attention for action.</li> </ul>
<p><b>Phase 6</b> If there is no improvement in the child’s behaviour, or for a one-off incident of violence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fixed-term exclusion. If the child has a series of exclusions, hold Pastoral Support Plan meeting (multi-agency meeting).</li> </ul>	
<p><b>Phase 7</b> If there is no improvement and other children are being put at serious risk on a daily basis</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Permanent exclusion.</li> </ul>	

### **13 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.

*Behaviour which goes against the health and hygiene advice (such as spitting or coughing at somebody on purpose) or failure to follow an adult's instructions with regards to personal hygiene (such as handwashing and tissue disposal) will be dealt with by a Senior Leader to ensure the safety of staff and pupils in school is taken seriously.*

As a school, we believe in addressing the root of the problem and offering a holistic approach to supporting children and families. **Once schools are back to 'normal' and we have all children and staff back, we are able to** offer a variety of support programmes such as Drawing and Talking, Social Comic Strips, Play Therapy and the services of a Family Support Worker. We encourage parents to be open with us so we can work together to support children using a consistent approach. **These approaches will be particularly important following the closure and partial reopening of schools to ensure children have the opportunity to work through any worries and to settle back to a normal life in and out of school.**

Teachers can move children directly to **Phase 7** if behaviour displayed by a pupil is considered serious enough, **particularly if it risks the health and safety of themselves and / or others.**

### **14 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.

### **15 MONITORING AND REVIEW**

The SLT and Standards & Ethos Committee of the school governing body monitors the effectiveness of the Behaviours, Discipline and Anti-bullying Policy on an annual basis and, if necessary, make recommendations for further improvements. A review of the policy may take place earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

A member of the Governor Evaluation Team monitors the Behaviour Incident Files at least every term. Records of any incidents that occur at break or lunchtimes are also recorded:

- Lunchtime supervisors complete the Incident forms and give a copy to the class teacher and a member of the SLT.
- The Headteacher keeps a record of any pupil who is excluded 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.

**Signed:**

**Headteacher:**

**Chair of Governors:**

Date adopted: June 2020

Date of Review: Nov 2020