

# HOLY FAMILY CATHOLIC PRIMARY SCHOOL



## Positive Relationships and Behaviour Policy

<b>This policy was adopted by the Full Governors:</b>	Date: October 2023	Review date: October 2024
<b>By name:</b>	Mr J Wilson Chair of Governors Mrs H Rooney Head Teacher	
<b>Signature on behalf:</b>	Holy Family Catholic Primary School	

At Holy Family School we aim to create a school community where adults and children grow and develop to their fullest. Through the sharing of our Catholic faith, the promotion of Gospel values and through the values of:

**Responsibility**

**Resilience**

**Respect**

We endeavour for all our children to develop an awareness of God's presence in themselves and others and to:

**'Aspire to Inspire'**

as we

**'Pray, Play and Learn together'**

We expect all our children to expect the very best of themselves - to discover their talents and to leave Holy Family with the knowledge and skills that give them firm foundations for their future. In turn, we aim to provide the very best for them, to be innovative and creative in our teaching and to believe every child can succeed.

### **1. Aim of the Policy**

- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our values to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

### **2. Purpose of the Policy**

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship- focused approach to behaviour management. This will allow the pupils at Holy Family to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our Positive Relationships and Behaviour policy is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this.

### **3. Consistency of Approach**

In implementing this Positive Relationships and Behaviour policy Holy Family Primary School acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent **respect from the adults**: even in the face of disrespectful children.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced **rituals and routines for behaviour**: in classrooms, and at the school reception.

Regularly, staff will remind children of our school values/rules and they will be displayed in each classroom and around school:

Our School Values
Be respectful
Be responsible
Be resilient

#### All staff will:

1. Greet children every morning and at key transition points.
2. Refer to Respect, Responsibility, Resilience- the behaviours they expect to see and link to our mission statement To Play, Pray and Learn together.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.
5. Use Postcards/emails/phonecalls home to recognise pupils who go above and beyond the school rules of respectful and responsible and resilient.
6. Be calm and “give take up time” when going through the steps to success.
7. Follow up every time, retain ownership and engage in reflective dialogue with children.
8. Never ignore or walk past children who are not adhering to school rules.
9. Develop positive relationships with parents, involving them in their child’s positive and negative choices.

#### Senior Leaders will:

1. Meet and greet children at the beginning of the day on the playground.

2. Be a visible presence across the school and especially at transition times.
3. Celebrate children whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing children with more complex behaviours.
6. Monitor school wide behaviour policy and teacher practice.
7. Regularly review provision for children who may need additional support.

### **Pupils will:**

1. Be respectful
2. Be responsible
3. Be resilient

### **Parents / Carers will:**

1. Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
2. Foster good relationships with the school and support the school in the implementation of this policy.
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
4. Agree to follow our School Code of Conduct for Parents and Carers, including the use of Social Media (See separate policy)
- 5.

### **4.Getting the Basics Right**

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

Before school	Children should stay with parents/carers on the yard until doors open. Older children who arrive independently should wait patiently by their classroom door. No ball games before school for the safety of all the school community. A member of SLT on the yard each day from 8.40am
Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
Playtimes/ end of lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school

Collective Worship	Children need to come into Collective Worship in silence. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout the worship as appropriate
In the corridors	Children are expected to walk quietly in the corridors.
At playtime and lunchtimes	Children should not use any apparatus without permission or supervision (adventure trail). There are zoned areas for varied activities and set days for certain activities eg football on Fridays.
Dining room	Children should enter silently and remain silent whilst queuing. Pupils should use quiet voices to talk to pupils in immediate vicinity only once sat down.
After School	No unsupervised games or going on the field or adventure trail. Children who are not with parents and are walking home should do so immediately.
In church	Once children have entered church they should sit silently and remain so whilst waiting for the service to begin.

## **5.Recognition and Rewards for Effort**

We recognise and reward children who consistently meet our standards. However, there will be children who regularly exceed this and go 'above and beyond.' We wish to give recognition to pupils who go 'Over & Above' too.

'Over and above' behaviours include consistently exhibiting our school values, impacting the wider school community and living out our mission statement of praying, playing and learning together.

### **Classroom Level:**

1. Praise for good choices.
2. Selected to do jobs/given extra responsibilities in class.
3. Sent to another class/teacher/SLT/HT with good work to share.
4. Class reward – eg gems in a jar/super class points to earn whole class extra break time or a short reward of their choice eg half hour playing board games.

For pupils who go "over and above" (consistently exhibiting our school values/ impacting the wider school community/living out our mission statement ) additional rewards are in place such as:

1. Phone calls home to parents.
2. Post cards home from Class Teachers or Senior Leaders.
3. Asked to visit DHT/HT to showcase work or share good news.

### School Level:

1. Weekly Values Certificates in Star of the Week assembly each Friday. 3 children chosen from each class each week.
2. Other great news of achievements in school (eg Success on TT Rockstars) or in outside activities will be celebrated.
3. 'Living our Values' cards may be awarded to children around school. They can be exchanged in class for class rewards to promote a team approach to good behaviour.

## 6. Managing Daily Behaviour in the Classroom

### a.) Positive Strategies

#### Positive Recognition Systems

Each class will have a Recognition system which will focus on Learning Behaviours based on the STAR approach

The teacher may write/ explain the 'STAR' learning behaviour they are focusing on in that session/ day or week or all elements may be looked at.

The class will also agree a short reward activity should everyone reach the target eg gems in a jar/1000 class points. There is no material prize for class completion. Each class chooses a celebration when the whole class has contributed to the achievement. e.g. ½ hour extra play, board games, game of rounders etc This may take place approx. once a term.

**The STAR approach allows pupils to understand how they can demonstrate the 3 school values within the classroom.**

When the teacher sees children demonstrating the focus 'STAR' learning behaviour, they will add to the class total (points or gems). It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have contributed to this.



In addition to this, children can earn 'Living the Values' tokens for being spotted around school going over and above displaying aspects of our behaviour curriculum. The Living the Values behaviour curriculum is taught at the start of each term and frequently referenced in class and in assemblies. (See Appendix 4) As a whole school, we will work towards key priorities over time eg. Lining up and walking around school as and when reminders are needed.



### **'Over and Above' Positive Praise Cards/ Phone Call Home/text message or email**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value.

### **b.) Practical Steps in Managing and Modifying Negative Behaviour**

Engaging with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always and consistently in every lesson **be praising the behaviour they want to see**. All children must be given "take up time" in between steps – allowing pupils the time and space to reset their behaviour. Children are held responsible for their behaviour.

Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Children learn that all behaviour is a choice and that consequences follow on from their choice. Good choices result in positive recognition and poor behaviour choices result in sanctions.

Children understand the hierarchy / progression of the consequences and because they are applied consistently by all adults in the school, they know exactly what will happen if they continue to make poor choices.

To help maintain a calm atmosphere, adults use the **right hand in the air signal** or a **rhythmic clap** to get children's attention.

### **Steps to Success**

<b>Step 1</b>	<b>First Reminder</b>	A reminder of the rules, delivered privately wherever possible (use 30 second script to help).
---------------	-----------------------	--

<b>Step 2</b>	<b>Second Reminder</b>	Verbal caution delivered privately (use 30 second script to help), if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
<b>Step 3</b>	<b>Time Owed</b>	If the pupil still does not engage, use the 30-second script. Attach, 'You now owe me time during breaktime/lunchtime.' to this step. If this happens in the afternoon, this time is paid back during the next breaktime. A reflection sheet will be completed at an age appropriate level.
<b>Step 4</b>	<b>Internal Referral</b>	If the step above is unsuccessful, then a child will be asked to leave the room and go to their predetermined partner class/area in school. If necessary, the child may need to work outside a teaching area with a member of SLT. If a child has been out of class/not completed their work, they are expected to complete their work during part of play/lunchtime. Whenever an internal referral has been made, the class teacher needs to record this and the child's parent must be informed.
<b>Step 5</b>	<b>Formal Meeting</b>	If behaviour is consistently poor as shown by repeated internal referrals there will be a formal meeting held with parents, the class teacher and a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other children.
<b>Steps may be escalated if inappropriate behaviour arises such as physical aggression or disrespect to staff. This can result in an immediate consequence and time owed/behavioural reflection time. Parents will be informed.</b>		

A Restorative Conversation should take place with all children who reach Step 4 or above. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. (See restorative questions in Appendix 2.)



### **c.) Communication with Parents**

Informing a parent when concerned about a child's behaviour or emotional wellbeing is essential. Mentioning to a parent at the end of the day is the first step. This could be done face to face or on the phone, but should be done privately away from other parents. This should be an objective and brief comment of what was occurring to disrupt learning.

If Step 5 is reached, the class teacher will organise a meeting with parents/carers and a member of the SLT may accompany the teacher in the meeting. There should be a record of the meeting on CPOMS, including notes of the discussion and actions. A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress.

It is at that point that the SENCO be involved in relation to adding the meeting notes to the child's SEND running record, referrals to outside agencies or with a view to devising an Individual Behaviour Plan if necessary.

### **d.) Persistent Challenging Behaviour**

Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom or the playground. Children who continue to cause concern may be:

- directed to spend lunchtime away from their peers
- directed to have lunch away from their peers
- asked to work under the supervision of the Deputy Headteacher or Headteacher (internal exclusion)
- encouraged to work in another class and earn the right to return to their own class
- set specific targets to improve behaviour
- kept in at playtime / lunchtime
- asked to go home at lunchtime – this would be a suspension
- In extreme cases suspended from school for a fixed period of time or permanently excluded

### **Lunchtime Supervisors**

Welfare staff are trained in the same restorative practices as the rest of the Holy Family team. If a child is given a warning, and behaviour doesn't improve this will be reported to the class teacher or Learning Mentor at the end of lunchtime who will determine if any additional sanctions should be imposed.

Aggressive behaviour, swearing or being disrespectful to staff will not be tolerated and children who choose this behaviour will be brought in from the playground immediately and sent to Head or Deputy and parents will be informed.

## e.) Pupils with SEMH concerns/behavioural difficulties

For some pupils, the above 'Steps to Success' may not be fully appropriate. In fact, for some pupils, this strategy may further upset and cause emotional harm. In this case an alternative/bespoke approach may be used.

A system known as 'Zones of Regulation' may be introduced for some pupils. The Zones of Regulation is an internationally-renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation.

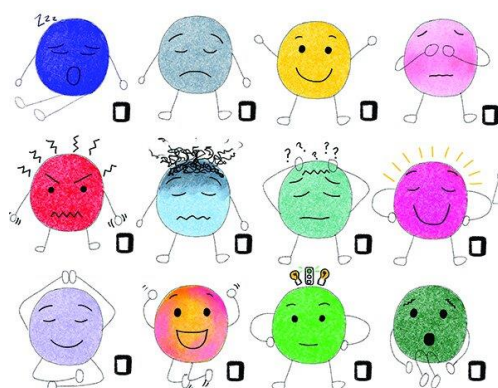
From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

We will aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.)

**The ZONES of Regulation®**

<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control



## **7.Responding to Inappropriate Behaviour:**

### **a.) Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

In school we use the acronym **STOP – Several Times On Purpose** when teaching children about bullying. Bullying can be planned and organised or unintentional. It may be perpetrated by individual or by groups of pupils. Bullying is not the same as quarrelling – all children will fall out with each other from time to time. This also includes rough playground games which are due to unthinking children rather than intentional behaviour. This is also true of an individual losing their temper and saying hurtful things. Not all aggression is bullying, nor all name calling. It becomes bullying when it is exercised through the use of power rather than an exchange between equals.

Holy Family has an Anti-bullying policy in place (see website for details) to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

### **b.) Zero-tolerance approach to child on child abuse, sexual harassment and sexual violence. (In line with KCSIE 2023)**

All allegations of child-on-child abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy and anti-bullying policy.

Holy Family recognises that children sometimes display abusive behaviour and that such incidents or allegations must be referred on for appropriate support and intervention. Child-on-Child is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Please refer to the school's Safeguarding/Child protection policy for further details.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Where a child has suffered or is likely to suffer significant harm a safeguarding referral will be made into the Knowsley MASH or Halton Icart service.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Children are regularly reminded of the Safeguarding Team of adults who they can speak to at any time.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **c.) Interventions**

If one or more children is struggling with inappropriate behaviour our Learning Mentor and Teaching Assistants will work to support the struggling child in developing personal awareness, social and self-management skills. This support will be monitored over a set period of time and parents will be fully informed and involved in the process.

### **d.) Extreme behaviours and suspension / exclusion**

Some children exhibit particular behaviours based on early childhood experiences, trauma and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

A behaviour plan will be filled in with the member of staff who has the strongest relationship with a child demonstrating extreme behaviours and our Learning

Mentor, Mrs Featherstone may be asked to support the pupil if appropriate. Parents will be consulted prior to this taking place.

When dealing with an episode of extreme behaviour, a child may need to be positively handled if they or another person is unsafe. This will only be used as last resort – see section e) below and the Positive Handling policy on the website.

The school will record all serious misbehaviour incidents on CPOMS.

Suspensions may occur following extreme incidents at the discretion of the Headteacher. A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

**Serious misbehaviour** is defined as:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be consulted if either of these sanctions are deemed necessary.

### **e.) Restraining Pupils**

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE circular "Use of Reasonable Force-Advice for Headteacher, Staff and Governing Bodies." Teachers at Holy Family never use force as a punishment for bad behaviour. They may however, *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 under these circumstances are in line with government guidelines on the restraint of children. Staff members are trained in Safer Handling approaches which focuses on de-escalation strategies and restoration. See the Positive Handling policy for further information.

### **f.) Pupils with Special Educational Needs**

Where pupils have special educational needs, there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO, Headteacher and class teacher. The SENCO may need to liaise with external agencies as necessary.

### **g.) Off-site behaviour**

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### **h) Confiscation**

**Any prohibited items (listed in section d above) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

This policy will be reviewed annually. It should be read in conjunction with the following policies:

- Code of Conduct for Parents including Social Media Use
- Anti-bullying Policy
- Positive Handling Policy
- RHSE policy
- SEND policy
- Equal Opportunities policy

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online



## **Appendix 1 - Examples of 30 second scripts**

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time.

### **1. Reminder:**

I noticed you chose to.... (noticed behaviour)

This is a REMINDER that we need to be (Respectful, Responsible, Resilient) You now have the chance to make a better choice

Thank you for listening

### **2. Last Chance**

I noticed you chose to..... (noticed behaviour)

This is the \_\_\_\_\_ time I have spoken to you.

Think carefully about your next step.

I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation

### **3. Time Owed**

I noticed you chose to.....(noticed behaviour).

You had at least 4 opportunities to make better choices. You now owe me 2/5/10 minutes at (Break/Lunch)

### **4. Internal referral**

I noticed you chose to... ..... (noticed behaviour)

You need to 1. go to Year..... /2. HT's office

Playground You need to 1. Stand by other staff member 2. Stand on wall

3. Go to HT's office.

I will come and speak to you in three minutes.

## **Appendix 2 – Restorative Questions**

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

## **Appendix 3 - Discipline in Schools- Teachers' Powers Key Points:**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property.

## *Living our Values*

# Behaviour Curriculum at Holy Family



*Following in Jesus' Footsteps, we pray, play and learn together.*

At Holy Family we recognise that, in order to create a safe environment for all our pupils where they can maximise their learning, we must maintain the highest possible standards of pupil behaviour.

We have developed a 'curriculum for behaviour', rooted in Gospel Values, which we call Living the Values. This document sets out the rules and routines that we explicitly teach pupils. We believe this helps to build pupils' character by supporting them to develop the habits and attitudes that will enable them to succeed in later life.

### Introduction

At Holy Family we develop children's character through the 'Living the Values' curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful, resilient and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

### Teaching the behaviour curriculum

The behaviour curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each half term, the 'Living the Values' curriculum is revisited with pupils so it is reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching including regular quizzing and retrieval to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment.

## Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, some pupils may find it uncomfortable to sit crossed legged on the carpet or maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

## Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

## Our School Values

Following in Jesus' footsteps we pray, play and learn together showing Respect, Responsibility and Resilience.

Children should know examples of these three values:

Know that if you respect someone, you have a good opinion of their character or ideas. You are polite, listen and respond positively to them and this is shown through words and actions.

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. You look after yourself, take a pride in your learning, care for school property and are a good example to others.

Know that being resilient means trying your hardest and not giving up; striving to achieve your goals and challenging yourself to do your best.

## Moving Around School

Know that we walk around school using **Fantastic Walking**

Know that Fantastic Walking means -

**Facing forwards,**

**walking at a steady pace,**

**in a straight line,**

**without talking.**



Know that when we move around school we walk on the left of the corridor

Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

## Lining up

Know the order that you always line up in.

Know who you stand in front of and who is behind you.

Know that you should line up without leaning against the walls while moving around school.

Know the routine for entering the classroom and getting work.



walls

ready to

## In class

Know where you sit in class during lessons (including 'carpet places')

Know the routine for handing out and collecting exercise books in the classroom.

Know where to hang up your coat in the classroom.

Know that you should try to only go to the toilet at playtime or lunchtime.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that you do not enter school without permission at break times/lunchtime.

Know that you do not enter a classroom without an adult present.



## Completing work in books (Responsibility)

Know how to set out work in books according to the Holy Family Presentation Policy (stuck in the children's exercise books).

Know that each piece of work needs a date and title.

Know that you must use 'one square, one digit' when writing in maths books.

Know how to underline titles using a ruler.

Know how to correct mistakes by drawing a straight line through your work.

## Manners (Respect)

Know that part of being respectful is to be polite. At Holy Family we expect children to know the following:

**Staff** - pupils know that they must use full names when talking to members of staff (eg Mrs XXX or Mr XXX).

**Thank You** - pupils know that they should say 'thank you' when they receive something or someone does something nice for them.

**Excuse Me** - pupils know that they should say 'excuse me' if someone is in their way

**Please** - pupils know that they should always say 'please' when they are asking for something.



## Showing respect around school

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say 'Good morning/afternoon' to adults if spoken to.



Know that it is polite to ask questions such as "How are you today?", "Have you had a good morning?", "Did you have a good weekend?"

Know that it is important to show **gratitude** to others by thanking people for what they have done for you. Know that it is important to have good manners so that people act politely back to you.

## Playtime Behaviour

Know that you must walk from your classroom to the playground using 'Fantastic Walking'.

Know that you must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be **kind**, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that you only go to areas you have permission to go on.

Know that you should not scream when playing together at playtime.

Know that, when called, you must line up in your lining up order quickly.

## Lunchtime Behaviour

Know where you line up for lunchtime when you are called.

Know where you sit in the dinner hall during lunchtime.

Know that you should use a quiet voice in the dinner hall.

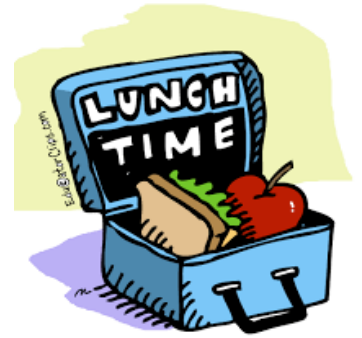
Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)

Know that you should finish what you are eating before leaving your seat.

Know that you don't leave the hall without permission.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.



## Preventing Bullying

Know that bullying is:

Hurting someone else on purpose

Repetitive – it happens again and again

Can be physical, verbal, and emotional

Know that bullying can be indirect. This means:

Leaving people out of groups or games

Talking about someone behind their back

Standing by and watching someone get bullied without letting adult know

Know that if this happens online, it is called cyberbullying.

Know that if you think you are being bullied you should tell an adult.

Know that if you think someone is being bullied you should tell an adult.

Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Holy Family.



an

## **Governors written statement of behaviour principles**

**This is a statutory requirement and is on the school website.**

At Holy Family Catholic Primary School, we respect and value all pupils and are committed to providing a caring, friendly and safe environment for all pupils so that can learn in a safe and happy environment. This is the responsibility of every adult employed by, or invited to deliver services, at Holy Family. We recognise our responsibility to safeguard all who access school and we promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying

Under the Education and Inspection Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

This statement and the behaviour policy will be reviewed on a two-yearly basis, unless changes at a national level necessitate an exceptional review.

We, the Governing body of Holy Family Catholic Primary School, believe that all members of our school community should be able to learn and achieve success in a safe, secure and orderly environment. We value the strong relationships that exist in the school which lead to mutual respect and good behaviour whilst also promoting our Christian Values.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in and respect for the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying. The policy will be applied with consistency and fairness with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on the core purpose of the school ie: learning; and praise and rewards. It is recognised however, that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (eg. appropriate contact, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school and when engaged in extra-curricular activities and residential trips.