



Holy Family Catholic Primary School

Behaviour Policy

1 Aims and Objectives

- 1.1 It is a primary aim of our school that 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's 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 in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers give children merits.
 - We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - Lunchtime Assistants give 'You've been spotted' cards.
 - Certificates are given every week at the Good News Assembly
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.3 The school employs a consistent approach to enforce the school rules, and to ensure a safe and positive learning environment. For Key Stage 1 and EYFS this involves:-

- Visual charts on display to reward and motivate as well as sanctions.

For Key Stage 2 this involves:-

- Child's name displayed
- 1 strike against name
- 2 strikes against name - miss playtime
- Children to complete 'Think Sheets' following any playground incidents
- Reported to key members of staff/Deputy Headteacher
- Reported to Headteacher
- Reported to parents
- The safety of the children is paramount in all situations. In practical activities, if a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and interviews those involved. If a child repeatedly acts in a way that disrupts or upsets other, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child (see Anti-Bullying Policy, e-Safety Policy).

When deemed appropriate a log may be made on Cpoms (the schools electronic system).

- 2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children feel safe at school.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES latest guidelines. 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 or damaging property. The actions that we take are in line with government guidelines on the restraint of children.
- 2.7 The school follows the DCSF guidance chart which sets out the key rights and responsibilities of schools, parents and pupils as regards behaviour.

3 The Role of the Class Teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner (see above 2.3). The classroom behaviour record is completed each day and collected on Fridays for monitoring. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service. Support for children identified with a disability or additional needs is vital to ensure appropriate behaviour for all.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.7 Teachers have the power to use restraint procedures if necessary (see Physical Restraint Policy).

4 The Role of the Headteacher

- 4.1 It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 It is the responsibility of the Headteacher to:
 - Maintain and publicise the Behaviour Policy
 - Ensure that the Behaviour Policy is reviewed regularly
 - Ensure that staff, pupils and parents are involved in the process
- 4.3 It is the responsibility of the Headteacher to effectively communicate the behaviour Policy at least once each year to:
 - All registered pupils
 - New pupils on entry

- All members of staff including supply staff
 - To signpost parents to help available from school and the LA
- 4.4 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.5 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.6 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified (see 7 below).

5 The Role of Parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents to support their child's learning, and to cooperate 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.
- 5.3 If the school has to use reasonable sanctions in line with this policy, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- 5.4 The school can signpost parents/carers to support for the development of their child's social, emotional and behavioural skills through our curriculum provision, School Nurse, Ed Psychologist partnership with the LA Behaviour Support Team and the LA.
- 5.5 Following fixed term exclusion it is expected that parents will attend a reintegration meeting to plan the way forward.

6 The Role of Governors

- 6.1 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 adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

- 6.3 The Governing Body is legally required to consult with the Headteacher, staff, parents and pupils on the principles of the behaviour policy.

7 Fixed-term and Permanent Exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, latest version). We refer to this guidance in any decision to exclude a child from school. In November 2009, the Internet address was www.teachernet.gov.uk and the relevant page was [/whole school/behaviour/exclusion/guidance/](http://www.teachernet.gov.uk/whole-school/behaviour/exclusion/guidance/)
- 7.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Headteacher excludes a child, she 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, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.4 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.
- 7.5 The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6 The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

8 Drug- and Alcohol-Related Incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be

- taken under the supervision of a teacher or other adult worker through a care plan.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be given a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed (See Drugs Education Policy).

9 Discipline Beyond the School Gate

The school has the power to exercise discipline beyond the school gates, so as to:

- Maintain good order on transport, educational visits, work experience
- Secure behaviour which does not threaten the health and safety of pupils, staff, the general public
- Provide reassurance to the public about schools care and control over pupils and thus protect the reputation of the school (see Educational Visits Policy).

10 Mobile Phones

Children are not allowed to have mobile phones (see e-Safety Policy).

11 Monitoring and Review

- 11.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of inappropriate 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.
- 11.3 The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
 - 11.4 It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
 - 11.5 Staff, pupils and parents are involved in the process of reviewing this Behaviour Policy annually during National Anti-Bullying Week in November.
 - 11.6 The Governing Body reviews this policy annually. 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.

Signed: Mr M. McDonald

Date: