



# **Holy Family R.C. Primary School**

## **Behaviour Policy**

### **(including Anti Bullying)**

Reviewed: September 2014 Reviewed  
by staff and governing body  
Next review date: September 2018

## **Legal framework of the policy.**

DfE guidance, 'Behaviour and Discipline in Schools' (2014), has been taken into consideration when producing this policy. It outlines that:

- 'Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.'

## **Rationale and Aims**

Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you.

(Colossians 3:15-16)

## **Our Mission Statement**

Our school aims to encourage all children to see Christ in themselves and others in a caring environment which allows them opportunities to develop to their full potential.

Our mission statement underpins all that we do at Holy Family School. It is the moral compass that guides our relationships with all who enter the school and its community: staff, pupils, parents, families, governors, outside agencies etc. It points towards striving for a harmonious community with Christ at the heart, permeating all our interactions with one another. Therefore, it follows that our policy is centred around a positive and consistent management of pupils' behaviour.

This policy document shows our approach to positive behaviour management in the classroom, in the playground, around the school and out of school.

It outlines what we as a school do to encourage appropriate behaviour and to prevent inappropriate behaviour.

## **Codes of Conduct**

It is important that all pupils are aware of classroom routines and rules for behaviour. These include routines for activities such as how to enter and leave the classroom, moving around the class, the use and care of apparatus and equipment, clearing away, acceptable working noise and the avoidance of low-level disruption. High standards of behaviour will be expected from pupils at all times.

## **Classroom rules**

Each key stage/age band will have a common set of class rules. These should be reviewed annually and referred to regularly.

Criteria for staff in drawing up the rules before the beginning of the year:

1. few in number
2. simply and positively stated
3. enforceable
4. displayed in a way that is highly visible

The purpose of rules should be clarified. Rules are to protect pupils' rights to be and feel safe at school, to be treated with respect and to learn. They should also serve to maintain a calm, orderly environment all around the school.

Children should be aware of consequences of poor behaviour (see 'intervention strategies').

## **Playground and lunchtime hall rules**

Rules for playground and lunchtime hall behaviour will be drawn up by School Council members by the end of the first week of Autumn Term. At the start of each term, each class teacher should remind his/her class about expected behaviour on the playground and the high standards that should be maintained. Once again, children should be made aware of consequences of poor behaviour (see 'intervention strategies').

## **Around the school**

At Holy Family School, we expect our pupils to look their best at all times. Positive recognition of wearing a school uniform correctly should be promoted by all staff around the school.

### Corridors

All our pupils are encouraged to walk around the school in a quiet, calm manner at all times (including walking into the hall for lunch). No more than two pupils from each class should be sent to the infant corridor to change their reading scheme books. Staff should deal with any child whose behaviour is causing concern even if the child is not in his/her class.

Children should take pride in their school environment. Therefore, corridor displays and paintwork should be kept tidy and never damaged by pupils.

### Hall (assemblies, collective worship)

Collective worship is a key part in the life of our school. Children are reminded that they enter a sacred space when they walk into the hall for assemblies and therefore silence should be observed. Teachers lead their classes into the hall at the start of an assembly and the children should stand in their lines facing the front of the hall before the teacher asks them to be seated. During assemblies, staff should discreetly address any misbehaviour through non-verbal communication with the child in order to support SLT/staff member leading the collective worship/assembly and maintain a climate of respect and conducive to prayer and reflection. Teaching staff should lead classes back to classrooms silently at the end of an assembly.

## Breaktime Routines and Protocols

No class should be allowed to enter the yard at breaktimes unless the member of staff on duty is present.

Staff on duty should notify relevant class teachers and/or SLT of pupils demonstrating good playground behaviour (ie following the rules) so that positive behaviour is rewarded.

### *Before registration (start of school day) and at end of breaktimes and lunchtimes:*

At the start of the day (before registration), KS2 pupils should enter the school via the rear gates and walk straight onto the lower playground (next to church) until the whistle is blown.

EYFS and KS1 pupils should remain on the upper playground (fire assembly playground) until the whistle is blown.

TA/teacher blows whistle once and all children should remain still.

When class names are called out, they quietly to line up and stand silently facing front. All teachers collect their classes promptly and bring them into building. This will ensure that no class is left waiting without a member of staff.

As our pupils walk into school, class teachers positions themselves in middle of line to have a clear view of all pupils.

When at the classroom, teacher stands at the doorway to have clear view of children in classroom and those on their way in.

### *During breaktimes and lunchtimes:*

Our children remain on the playgrounds at all times unless TA/teacher/LSA has given permission to go inside building or have a drink. Children should be supervised at all times when using the installed playground equipment.

Our children should not play on/in:

- Pavement area in front of KS2 classroom windows
- Gravel/grass area behind the church
- Steps around the church
- Trees around the playground

### *Indoor breaktimes and lunchtimes*

In the event of adverse weather, pupils will remain indoors. If staff are uncertain as to whether the playground/field is suitable for breaktimes/lunchtimes, they should consult a member of the SLT before allowing children outside.

Staff on duty during indoor lunchtime periods should actively encourage and reward positive behaviour observed in classrooms. Our children are expected to follow individual classroom rules during indoor breaktimes and lunchtimes. This includes being seated as much as possible during activities and walking around classroom to collect/return items. Children should seek permission from the staff member on duty before leaving the classroom to go to the toilet or elsewhere.

No class should be left unsupervised during indoor lunchtimes/breaktimes.

## **Out of school behaviour**

Holy Family School is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:

- Good order on all transport (including public transport) to and from school during educational visits
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Should pupils be found to show poor behaviour, refer to 'intervention strategies'.

### **Malicious Allegations Against Staff and Other Adults Working in the School**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Local Governing Body and Directors of Carmel Education Trust have a duty to safeguard and promote the welfare of children at Holy Family School and create and maintain a safe learning environment.

Our school staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to malicious allegations. In order to fulfil its commitment to the welfare of children, Holy Family School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the Carmel Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Carmel Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil

concerned at an early stage and made in consultation and agreement with the Local Governing Body and Directors of Carmel Education Trust.

### **Intervention Strategies**

When behaviour is inappropriate staff should always refer back to the common classroom rules, playground rules or other core routines. All staff should consistently maintain class, playground and hall rules and routines in order to maintain discipline and an orderly school environment.

In the event of inappropriate/poor behaviour (no matter how serious) staff should always strive to speak to pupil/s in a calm manner that maintains the dignity of the pupil/s involved.

#### **Sanctions (on-site behaviour)**

##### **Traffic Light System**

A visible, displayed traffic light system is used in each classroom across our school as follows:

.....  
*Green: all children start with their names placed around this light. Children are encouraged through rewards (see 'rewards' section) to stay in this 'zone'.*

.....  
*Amber: if misbehaviour is observed or a rule broken, the child's name is moved next to this colour light. This stage acts as a reminder and gives children a chance to reconsider their actions. It will remain there until consistent positive behaviour is shown, at which point their name should be immediately moved back with verbal praise given.*

.....  
*Red: if in a short period of time after being moved to amber, misbehaviour is observed again, the child's name is moved to red. A consequence will be given and once completed the child's name moves back to green so that a fresh start is made.*

- 1<sup>st</sup> red= 'time out' to a place within the classroom
- 2<sup>nd</sup> red= 'time out' with 5-10 minutes with adjacent classroom
- 3<sup>rd</sup> red= sent to Deputy Head Teacher
- 4<sup>th</sup> red= sent to Head Teacher

.....  
All children start the afternoon session on green unless lunchtime behaviour indicates otherwise.

Each time the red light is reached the child's name is recorded on a teacher's tracking sheet and kept on his/her desk. This is submitted to the Head Teacher on a weekly basis. This is kept for records only and not displayed in the classroom.

Class teacher should inform the parent if red is frequently reached within a single day or across a week.

Any serious incidents that bypass the system should be met with a sanction that is proportionate and agreed by senior leaders.

Due attention should be paid to pupils who may be receiving additional support for behaviour (e.g. through IEP). All staff should be informed of strategies/agreed systems specific to those children that help deal with them in positive yet effective ways. Consistency here is crucial.

Aggressive behaviour towards others or behaviour that may be classed as bullying should be dealt with promptly, they may spend 5 to 10 minutes off the playground area ie time-out. The teacher/teaching assistant on duty or the LSA should inform the class teacher at the end of breaktime/lunchtime and this will be followed up by class teachers in accordance with traffic light system. Incidents of bullying should be followed up according to the Anti-Bullying Guidance and dealt with quickly (see Appendix 1).

Any incidents with pupils and communications with parents regarding persistent serious behaviour will be recorded in a school Behaviour Log. This is kept in the Head Teacher's office. It is the responsibility of the Head Teacher to keep this up-to-date. In the absence of the Head Teacher, the Deputy Head Teacher will assume responsibility.

In extreme cases, a child will be excluded during lunchtime or from school for a fixed term. This is reported to the Local Governing Body and Directors of Carmel Education Trust.

### Sanctions (off-site behaviour)

In Holy Family School, sanctions may be given for poor behaviour off the school premises which undermines any of our expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of internal exclusion, sanctions at lunchtime, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

### Rewards

The use of praise for both behaviour (including attitude) and work should be used as much as possible to encourage children. This fully supports our mission statement built around Christ-like relationships with others. This approach also helps with attention seeking behaviour where those particular children may choose to be recognised for a positive action rather than a negative one.

Individual classes will have their own class reward chart/system that seeks to positively recognise the good behaviour, work **and** effort from all our pupils. The chart/reward system should be visible in the classroom environment. Teachers should strive to strike a healthy balance in what they reward children for (e.g. avoiding 'over-rewarding' for similar actions). In agreement with the Head Teacher, class teachers may incorporate additional rewards (e.g. positive notes home, diaries, mini-charts etc). Sweets are not used as part of class reward systems. Teachers should look to inform parents of positive behaviour and good work in informal ways (e.g. end of the school day when pupils are collected).

During the end of week assembly, two awards are given to each class: 'Shining Stars' and 'Golden Cushions'. The first acknowledges achievement and effort. The second celebrates behaviours that reflect the 'Statement to Live By' that is shared with the school at the beginning of each week. Teachers nominate two children, entering reasons into a class log book. Positive lunchtime behaviour is rewarded by a daily note home to parents (one per infant and junior stages) from lunchtime supervisors on a standard template agreed by the Head Teacher.

### **Attendance and punctuality**

The school is required by law to keep a record of pupil attendance. Good attendance and punctuality are essential for progress in learning. They are also essential skills for later life.

If pupils late or do not attend:

- parent/carer/guardian should telephone the school no later than 10am on the first day of their child's absence
- parent/carer/guardian should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances this may also involve a home visit from a Family Support Worker from the locality.

We strongly discourage parents/carers/guardians from taking their children out of school for holidays or family outings during the school term. In most cases, unless there are exceptional circumstances, these will count as an unauthorised absence. Any such absences may only be taken following authorisation by the Head Teacher.

### ***Appendix 1***

#### **Bullying**

*What is Bullying?*

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with the E-Safety Policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents may decide to inform the school. Wherever possible we will support parents and may impose a sanction upon the pupil where this individual is recognisable.

#### Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Wherever possible incidents should in the first instance be referred to the pupil's class teacher who will then inform a member of the SLT. Appropriate action will be taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHCE and during class/circle time. A log will be maintained of racist incidents and information on incidents of bullying.

#### Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHCE programme that discusses issues such as diversity and anti-bullying messages
- Scheduled anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies both whole school and class/form that promote a sense of community
- Class discussions and role plays in English and RE that draw out anti-bullying messages
- Circle time
- Acceptable Internet Use policy is signed by all and e-safety is discussed in ICT based lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform

- Home school agreement signed by all pupils and parents

#### Strategies for Dealing with those involved with bullying

- Engage promptly with parents to ensure their support and involvement
- Discussions with individual staff or staff team
- Behaviour support offered
- Work with the educational psychologist or other outside agency

#### Strategies to Support those affected by bullying

- Engage promptly with parents to ensure their support and involvement and keep them informed/set up review meetings
- Ensure pupils has a means in which to regularly communicate with staff
- Short term modification of school timetable
- Private diaries given

Reviewed September 2014