

**HOLY FAMILY**  
Catholic Primary School

# Behaviour Policy

<b>Reviewed by Governors</b>	<b>December 2023</b>	<b>Signed:</b>  <b>K Keating</b>
<b>Next Review date</b>	<b>December 2026</b>	

This behaviour policy is linked to the following policies:

- Child protection and Safeguarding
- SEND
- Positive Handling
- RHSE
- PHSE
- Online safety





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*'All behaviour is communication and all communication is an expression of need.'*



At Holy Family School each individual is called to follow our Mission Statement:

*Jesus said, "Let the children come to me."  
We live and learn and love in His way.*

## 1. Policy Statement

At Holy Family we want to create an environment that is safe, where everyone feels respected and where students come into school each day ready to engage in learning, where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

This policy echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Respectful, consistent and clear, calm adult behaviour underpins this.

This policy describes the purpose, aims, principles and strategies for promoting good behaviour based on Gospel values. It is the role of all in the community to create an environment in which learning and teaching can take place. All staff are called through their vocation to model Christian values and show children through example what is expected of them to promote and maintain community cohesion.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. The pupil's safety always comes first, even when they're behaving in a very challenging way.

*The school acknowledges that a small minority of children may for whatever reason not make the correct choices in order to control their own behaviour. Some pupils may lack the ability to emotionally regulate because of a SEND or a mental health issue. They may also be trying to distract from the fact they can't access the work that has been set. This may be especially true of children with or being assessed for Education Health and Care Plans and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.*

### The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

The Department of Education (DFE) outlines the expectations of what a school behaviour/pupil discipline policy should entail in their guidance, 'Behaviour and discipline in schools' that can be found here:

<https://www.gov.uk/government/publications/behaviour-in-schools-2>

## 2. Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. It provides simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions.

This will allow the pupils at Holy Family to enjoy a calm, nurturing and caring environment which will support every child reach their full potential, both emotionally and educationally to give them the best possible chance of success.



### 3. Aims

To achieve our aims **all** members of the school community will work towards this policy:

- ❖ To provide a positive, safe, respectful and happy learning environment in which everyone is inspired and empowered to achieve their God given potential and the highest standard they are capable of.
- ❖ To have a clear view of what is rooted in the Gospel & British Values.
- ❖ To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- ❖ To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- ❖ To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- ❖ 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.
- ❖ To help everyone to make appropriate choices through praise, encouragement and by leading through example, refusing to give learners attention and importance for poor conduct
- ❖ To help learners take control over their behaviour and be responsible for the consequences of it.
- ❖ To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.
- ❖ To ensure that excellent behaviour is a minimum expectation for all.

### 4. Core Values and Rules

At Holy Family, we have high expectations for all pupils; we expect children to be Holy Family ready by demonstrating our Holy Family Values, to live out our mission statement daily by following these **core VALUES**:

**LIVE** – the way Jesus taught us in our words and actions

**LEARN** – be ready, willing and eager to learn so that we can reach our full God given potential.

**LOVE** – Jesus said, “This is my commandment, that you love one another as I have loved you. (John 15:12) so, treat others the way you would want to be treated.

We want all at Holy Family to live out this mission daily and follow these 3 simple **Rules**:

**Be READY, Be RESPECTFUL and Be SAFE**

### 5. Expectations of All adults

**Be Positive, Consistent and Fair**

1. **Meet and greet** at the door.
2. Link everything to our core values: ‘Live, Learn & Love’ and 3 rules: be **Ready, Respectful and Safe**.
3. **Model** positive behaviours and build relationships – get to know your children.
4. **Identify, acknowledge and praise** any positive behaviour to set clear expectations
5. **Plan** lessons that engage, challenge and meet the needs of all learners.
6. Be **consistent** and **calm**, giving time to go through the steps. Prevent before sanctions.
7. **Pick your moment** - Think carefully about how and when to support a child in a state of high emotion
8. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
9. **Never ignore** or walk past learners who are behaving badly.



## 6. Expectations of Middle Leaders:

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Middle leaders will:

- Be a visible presence in the Phase to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive recognition and rewards
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

## 7. Expectations of Senior Leaders:

- Be a daily visible presence around the site; and be visible at times of mass movement.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

## 8. Expectations of Governors:

- ensure that all members of the community listen, take account of and value every child's voice.
- support positive behaviour strategies
- monitor that positive behaviour is encouraged and the policy is upheld in incidences of inappropriate behaviour (as reported through the Headteacher's Report to Governors each term)
- serve on a Disciplinary Committee as necessary or meet with parents regarding incidents deemed as Steps 10, 11 & 12 (see the sanction steps in appendix 1)

## 9. The role of the parent

At Holy Family, active parental involvement is welcomed, appreciated and deliberately encouraged to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.



## 10. Recognition and Rewards: PIP- 'Praise in Public'

We recognise and celebrate all who demonstrate our **Holy Family Values** by living out our mission statement daily to **Live, Learn and Love in Jesus' way**.

This can be achieved by following our 3 simple rules: **be READY, be RESPECTFUL & be SAFE**.

Our staff understand that the use of praise in developing a positive atmosphere in the classroom and school cannot be underestimated. We endeavor to always PIP – 'Praise in Public'. Pupils are recognised in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. The following positive strategies & rewards will be used consistently by all adults.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'* Paul Dix

<p style="text-align: center;"><b>Bronze</b></p> 	<p style="text-align: center;"><b>Silver</b></p> 	<p style="text-align: center;"><b>Gold</b></p> 
<ul style="list-style-type: none"> <li>★ <b><u>Praise – Gesture or verbal</u></b> Thumbs up or verbal praise for children who are meeting expectations</li> <li>★ <b><u>Positive post it</u></b> In class immediate feedback</li> <li>★ <b><u>Peer recognition</u></b> Pupils celebrate and recognise positive behaviour in each other.</li> <li>★ <b><u>Stickers/Stampers</u></b> given to the child or put on children's work.</li> <li>★ <b><u>Written comments</u></b> Words of positive praise on written work to show successes and also targeted next steps</li> <li>★ <b><u>Dojo points (1-3)</u></b> Points awarded for any action, deed, or attitude deemed positive. Children have their own individual record</li> <li>★ <b><u>Class treat</u></b> Eg extra play, Given at the discretion of staff.</li> <li>★ <b><u>Verbal comments to parents</u></b> Parents are informed of positive behaviour either verbally or via dojo.</li> <li>★ <b><u>EYFS - YN</u></b> – filling the jar to earn a reward/treat.</li> </ul>	<ul style="list-style-type: none"> <li>★ <b><u>Merits of the Week</u></b> 2 children in each class is nominated by their class teacher every week to receive a certificate for being a superstar and awarded a Head Teacher's Merit.</li> <li>★ <b><u>Praise Pod (4 dojos)</u></b> Children are recognised by having their photograph taken in the Praise Pod. This is posted on our social media platform.</li> <li>★ <b><u>LT recognition (5 dojos!)</u></b> Children are sent to a member of the Leadership Team to show good work where they may receive a sticker and/or dojos rewards</li> <li>★ <b><u>Extra Play</u></b> Classes can earn extra minutes of play</li> <li>★ <b><u>Weekly attendance awards</u></b> The highest class receives a trophy and earns a certificate and extra play.</li> <li>★ <b><u>Pupil groups</u></b> Children are recognised as role models and chosen by peers to be part of pupil leadership groups: Chaplaincy Team, School Council and ECO.</li> </ul>	<ul style="list-style-type: none"> <li>★ <b><u>Headteacher's Postie Award</u></b> Class teachers nominate a couple of children every half term to receive a special "Postie" award, A postcard sent by the Headteacher.</li> <li>★ <b><u>End of Term Merits</u></b> Each term the staff select up to 5 pupils in each class to receive a special Head's certificate.</li> <li>★ <b><u>Termly and Annual Attendance &amp; Punctuality awards</u></b> Children who have achieved 100% attendance in a term/year receive a certificate and treat/reward.</li> <li>★ <b><u>Certificates and Badges</u></b> Pupil groups, Swimming, Music, Sports medals and trophies are high profile. These are presented in our end of year Assembly.</li> <li>★ <b><u>Fr Gerry Sheahy Award</u></b> Presented to one Y6 child who has shown a particular commitment to the Parish and their faith.</li> <li>★ <b><u>Y6 end of year Awards</u></b> Children nominated by staff for excellence in English, Maths and Sport are presented this special award by a Governor through a graduation ceremony at the end of the year</li> <li>★ <b><u>Y6 Governor's Award</u></b> Given to one Y6 pupil at the end of the year for any special recognition.</li> </ul>



## 11. Managing Behaviour Strategies: RIP – ‘Reprimand in Private’

Engagement with learning is always our primary aim. This Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative ending. The plan will be used by every adult to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear. (see **appendix 1** for further sanction steps that may be required)

Steps		Actions								
1	<b>Redirection</b>	Gentle encouragement, a ‘nudge’ in the right direction. Non-verbal cues, eg look or gesture as acknowledgement.								
2	<b>Reminder</b>	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.								
3	<b>Caution</b>	A clear verbal warning delivered <b>privately</b> wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: ‘Think carefully about your next step.’								
4	<b>Last Chance</b>	Speak to the pupil <b>privately</b> and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the <b>30 second scripted intervention</b> : <ul style="list-style-type: none"> <li>• <i>I have noticed that you are...(having trouble getting started, wandering around etc.)</i></li> <li>• <i>At Holy Family, we... (refer to the 3 school rules – ready, respectful and safe)</i></li> <li>• <i>Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</i></li> <li>• <i>See me for 2 (or up to 5) minutes after class/during break.</i></li> <li>• <i>Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today...</i></li> <li>• <i>Thank you for listening... then give the child some ‘take up’ time.</i></li> </ul>								
5	<b>Time out</b>	The learner is given a short time away from the classroom, either in the corridor, with another class/TA/calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. It should be 5 minutes <b>maximum</b> . Reset expectations and settle back in.								
6	<b>Repair</b>	This might be a quick chat at break-time in or out of the classroom using Restorative Practice: <b>5 questions is usually enough from the following</b> : <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>What happened?</i></td> <td style="width: 50%;"><i>What were you thinking/feeling at the time?</i></td> </tr> <tr> <td><i>How did this make people feel?</i></td> <td><i>Who has been affected?</i></td> </tr> <tr> <td><i>How have they been affected?</i></td> <td><i>What should we do to put things right?</i></td> </tr> <tr> <td colspan="2"><i>How can we do things differently in the future?</i></td> </tr> </table>	<i>What happened?</i>	<i>What were you thinking/feeling at the time?</i>	<i>How did this make people feel?</i>	<i>Who has been affected?</i>	<i>How have they been affected?</i>	<i>What should we do to put things right?</i>	<i>How can we do things differently in the future?</i>	
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7	<b>Consequences</b>	Impositions: time missing break for in-class behaviour. Additional work to be completed at break time or that evening and returned first thing. These are to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.								
8	<b>Support Step</b>	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed from SLT. Emotion coaching de-escalation techniques will be followed if a child is in a heightened state.								
9	<b>Follow-up</b>	If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents. If a child has three or more incidents in a week requiring reflection, a face -to-face meeting between the teacher and parents/carers will be arranged. The Year Group Lead or SLT may be invited if deemed appropriate. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings. This will be with the teacher, child & parent.								



\* No child should ever be 'sent to the head' on their own as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

12. Other ways for teachers to promote/manage positive behaviour in the classroom:

• **Peer support and understanding:**

For those pupils with additional needs it is important for other children to realise how they can help and support them. We will encourage children to use the phrase:

**"We're helping them, as they're still learning that."**

To help children understand how and why some children appear to be treated differently and that they may see as unfair, we will use the 'Tissue' analogy: - 'If a child had a nose bleed you'd give them a tissue.' This is the same with behaviour. Teachers know the needs of the children and we need the pupils to understand that some needs are private and to trust the teacher to react to each child appropriately.

- **A visual time line**, 'now' and 'next' communicates the events of the day to children so that they can be used in school and the home. This can reduce stress and support children's transitions from one activity to another.

13. Use of 'Emotion Coaching'

**Our staff have been trained in the restorative practice of 'Emotion Coaching' and should use these steps and techniques to de-escalate when a child is in a heightened state and before any consequences are discussed. (see appendix 3 for more information on Emotion Coaching)**

14. Serious (Red Card) Incidents:

Depending on the age and needs of the children, these incidents will be dealt with in line with the steps in **appendix 2**. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Physical incidents
- Verbal incidents (including Swearing, Racist, Sexist or Homophobic comments)
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption
- All forms of bullying

Any of these behaviours will result in an instant move to Time Out (see above) or, depending on the severity and nature of the incident, move to Step 10 or 12 (see app 1).

Red Card incidents will result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT)

15. Recording & Reporting

All members of staff are trained to use CPOMs (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that all behaviour incidents are recorded as soon as possible after an incident and therefore shared with SLT. Some incidents may require SLT to be notified verbally at the time in order to deal with serious incidents or be involved in de-escalation.



## 16. Suspension & Exclusion

We do not believe that suspensions and exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education safely.

Lunchtime exclusion—If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time they will be required to be picked up by their parent / carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.

In exceptional circumstances it may be necessary to suspend a child for a fixed time period and this would always be considered very carefully. Decisions to suspend children are made on an individual basis and is dependent on the nature and severity of the incident. It should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person. Parents will be called and asked to take the child home. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable and complete any missed learning.

Suspension and Exclusion are extreme steps and will be used:

- *In response to serious breaches of a school's behaviour policy;*
- *Where allowing the child to remain in school would seriously harm the education and welfare of that child or others in the school.*

Suspensions can also be managed internally and a child or young person may be removed from their class for a fixed period of time.

Permanent exclusion will always be a last resort. It should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

In all instances, what is best for the child will be at the heart of all decisions making processes.

## 17. SEND pupils

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

## 18. Assessment:

It may be necessary to monitor a child's behaviour and record more regularly to give us an idea of why a child might be behaving in a certain way. An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. (see **appendix 5 & 6** for more information)



19. **Support agencies**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their

behaviour and meet the expectations of the school. We will:

- Consider use of a pastoral keyworker (learning mentor).
- Personalised behaviour goals/targets with praise/rewards for positive behaviour.

If behavioural difficulties continue the Head, SLT, SENDCo or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Educational Psychologist, Complex Communication Team or other agencies that offer support for pupils.

20. **Physical Restraint** (See Appendix 4)

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline.

Our 'Positive handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Positive Handling' for de-escalation and safe handling techniques and only staff who have been trained in Physical Restraint (Positive handling) should restrain a child.

**Incidents of physical restraint must:**

- Always be used as a last resort.
- Only be by experienced, trained staff.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

21. **Specific rules to enforce on the grounds of health, welfare and safety**

a. **Food and drink**

- Children may bring a drinks bottle (not glass) which should contain water only.
- Children in KS2 may bring fruit from home to eat at morning break. (Nursery, Reception and KS1 have fruit provided by school). Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and fizzy/sweet drinks.

**Reasons:** Drinks are often of the high sugar, high additive variety. This is believed to have a detrimental effect on behaviour as well as on dental health. Children have regular access to water.

b. **Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these **must be removed** during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be kept securely for the duration of the lesson.

**Reasons:** In line with AfPE (Association for Physical Education) Health and safety – Earrings, rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings/plastic have the potential to cause severe tears to the wearer's ears. Covering with plasters is **not** permitted.



c. **School Clothing**

The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day and the season. Only flat, black school shoes should be worn.

**Reasons:** School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heeled shoes are unsafe and can cause injury

d. **Personal property**

- The school cannot accept responsibility for the loss or damage to clothing or personal property. Expensive items, toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission).
- We are a cashless school, therefore no money needs to be brought in unless for a special event/fund raising and this should be handed in and not be left in trays, bags or coats.

**Reasons:** valuable items may present a risk to children and present the potential for theft.

e. **Mobile Phones**

Mobile phones are not allowed in school. In some occasions they may be allowed in exceptional circumstances in Y6 and only with the prior agreement and permission of the headteacher. Any device brought in must be turned off, should be handed in to the school office to be kept until the end of the day. They must not be kept in bags/drawers.

**Reasons:** During school hours contact is possible through the school's land lines. Mobile phones present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

22. **Movement in and around School**

- All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. We use the language of 'wonderful walking' to promote this.
- Children not behaving appropriately should be encouraged to do so; reminded of what is expected.

**Playtime Supervision & Procedures**

- A minimum of two staff members are required to supervise playtimes for each key stage. Supply teachers should cover the duty of absent teachers but should never be without support.
- When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.
- When dismissing children at playtime, lunchtime and home time, teachers or teaching assistants should supervise their own children in the corridor, putting on coats etc.
- Children should not go back into school during playtimes unless they are working under supervision of an adult, or asked an adult to use the toilet.
- Children should only use equipment supplied by the school. Any misuse of playground equipment will lead to confiscation.
- Any behaviour at playtime should be dealt with by the teachers on duty, then reported to the class teacher.
- When the bell goes:
  - YR & KS1: 1<sup>st</sup> whistle – children stand still, 2<sup>nd</sup> whistle – children line up.
  - KS2: on hearing the bell children walk to their class line
- After playtime all children should be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).
- Adults then escort children back into the building

*“BENEATH EVERY BEHAVIOUR THERE IS A FEELING. AND BENEATH EACH FEELING IS A NEED. WHEN WE MEET THAT NEED RATHER THAN FOCUS ON THE BEHAVIOUR, WE BEGIN TO DEAL WITH THE CAUSE NOT THE SYMPTOM.” (Ashleigh Warner)*



**Appendix 1**

**Sanction Steps:** This shows how the sanctions progress from a low level, after the steps above in section 11, to the more serious levels of behaviour.

	<p><b><u>Step 12</u></b>  <b>Permanent Exclusion</b></p>	
	<p><b><u>Step 11</u></b>  <b>Formal meeting with Governor, Headteacher, Parents and Child</b></p>	
	<p><b><u>Step 10</u></b>  <b>Suspension (set number of days not allowed in school)</b>                  Unsafe behaviour, physical aggression and abusive, foul or insulting language/action could result in immediate action to Step 10.</p>	
	<p><b><u>Step 9: Follow Up</u></b>                  Formal Meetings with Parent, Child and Teacher initially.                  If behaviour continues, then a meeting with a support from the phase leader, if continues then a meeting with the Headteacher.</p>	
	<p><b><u>Step 8: Support step</u></b>                  Emotion coaching techniques and SLT intervention if required</p>	
	<p><b><u>Step 7: Consequences</u></b>                  Loss of break time, asked to complete work at home, time writing what rule they have broken or child sent for time out in another class.</p>	
	<p>1. Redirection, 2. Reminder, 3. Caution,                  4. Last chance, 5. Time out (5mins), 6. Repair</p>	



**Appendix 2**

# Behaviour Blueprint

At Holy Family Catholic Primary School our Mission statement: *‘Jesus said: “Let the children come to me.” We live and learn and love in is way.’* underpins everything we do.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

## All Adults

- Consistent, calm, and fair
- Build positive relationships
- Listen and show kindness
- Give first attention to best conduct
- Have high expectations
- Be positive role models
- PIP – Praise in Public
- RIP – Reprimand in Private

## Core Values

**LIVE** – the way Jesus taught us in our words and actions

**LEARN** – be ready, willing and eager to learn so that we can reach our full God given potential.

**LOVE** – Treat others the way you would want to be treated. Jesus said, “This is my commandment, that you love one another as I have loved you. (John 15:12)

## Core Rules

Be **READY**

Be **RESPECTFUL**

Be **SAFE**

## Relentless Routines

- Good sitting, looking and listening.
- Wonderful Walking
- Legendary Lining up

## Stepped sanctions

1. Redirection
2. **Reminder of Rule**-repeat as necessary
3. **Caution** “Think carefully about your next step.”
4. **Last Chance** use 30 sec script
5. **Time Out** in class, or in corridor. 5 mins max.
6. **Repair** use of restorative questions - 5 minutes with key adult
7. **Consequence**
8. **Support step**
9. **Follow up**

## 30 second script

I’ve noticed that...  
 At Holy Family we ...  
 You know the school rules, be ready, be respectful, be safe.  
 Because of that you need to ...  
 Do you remember when you ...*(time they did this really well)*... and how that made you feel?  
 I expect you to...  
 Thank you for listening.

## Red Card Behaviours

Physical violence, swearing, racism, homophobia.  
 Straight to Step 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.

## Restorative Questions

1. What has happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used **MUST** depend on the age of the child.



### Appendix 3

#### What is Emotion Coaching?

- Emotion Coaching uses moments of heightened emotion and resultant behaviour, to guide and teach children about their emotions and about more effective responses.
- It is a way of reacting with empathy and care to children's emotional states to support their own emotional regulation.
- Based on the principle that emotions are natural and normal; it's what we do with them that counts.

Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

#### Why do Emotion Coaching? (This is Evidence-based upon the work of John Gottman)

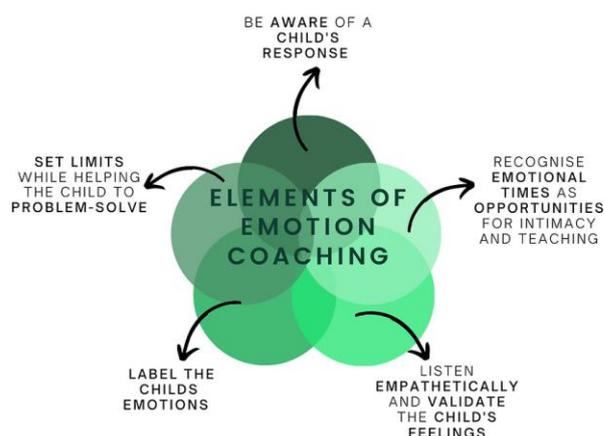
Emotion Coached children are better able to:

- Control their impulses
- Delay gratification
- Self soothe when upset
- Pay attention
- 

As a result Emotion Coached children:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

#### Elements of Emotion Coaching



#### What this means in practice:

Step 1	<b>Recognize</b> the child's feelings and empathize with them
Step 2	<b>Validate</b> the feelings and label them
Step 3	<b>Set limits</b> on behaviour (if needed)
Step 4	<b>Problem-solve</b> with the child

#### Example of emotion coaching:

**Validate the emotion, label and empathise:**

"Ava, I can see that you're becoming frustrated and worried about this piece of work. I completely get it, when I'm given things that look tricky, sometimes I feel angry and a bit scared. It's hard, isn't it? I can see you're frustrated from your face, I understand Ava."

**Limit set (if necessary):**

"It's always completely fine to feel frustrated, angry, sad – whatever. We all get those feelings, I certainly do! They're normal. But it's not okay to throw your book or shout is it? We need to be safe, throwing things could hurt someone."

**Problem solve:**

"Next time you're given some work that looks tricky, and you begin to feel those feelings of frustration, what could you do differently? Can you give me some ideas?" (Allow child to generate ideas, and also donate your own if necessary, e.g. breathing exercises.)

#### Helping emotional behavioural regulation:

- By 'containing' – sharing, supporting and 'carrying' the child's emotional state by tuning-in/empathising
  - *'I understand how you feel, you're not alone'*
- Helping the child to cope with and come to terms with boundaries
  - *'We can't always get what we want'*
- Working with the child to resolve the problem until they can self-resolve and self-repair
  - *'We can sort this out'*
- This ensures affect (emotional) develops in tune with cognitive (thinking) – i.e. cognitive and affective meaning of experiences.

For more information visit Emotion coaching UK website: <https://www.emotioncoachinguk.com/>



## Appendix 4

### PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

#### 1. DEFINITIONS

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to
- prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

#### 2. THE LEGAL POSITION

##### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. WHEN CAN PHYSICAL FORCE BE USED

##### Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
  - who disrupts a school event, trip or visit
  - leaving the classroom where this would risk their safety or disrupt others
  - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR).



## Appendix 5:

### How to use an ABC Chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating.

The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially.

Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

**Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:**

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

**It is also important to look at what consequences might be maintaining the behaviour:**

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

**Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.**

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

