

Holy Family Catholic Primary School, New Springs

Mission Statement

We are a caring family, we pray, learn and grow together

Behaviour Policy

Genesis 1: 27

"God created man in the image of himself. And so it was that God saw all he had made and indeed it was very good"

Holy Family is a Catholic school and our policy is based on the knowledge that God is present in each member of our school community. We demonstrate respect for each person created by God. Our behaviour policy reflects a positive approach with reconciliation forming a clear and important element.

All connected with Holy Family have a responsibility to create a secure, safe environment for pupils in our care, so that parents may send their children to school in the confident knowledge that they will be happy and safe. There is an expectation that children will follow our school and class rules and be aware of expectations in regard to appropriate behaviour.

We believe that good behaviour is essential to ensure that effective teaching and learning takes place. It is the responsibility of all staff, children and parent/carers to promote good behaviour.

Principles underlying our Behaviour Policy

- That there is a culture of forgiveness by recognising the importance of reconciliation and daily renewal.
- That every member of our school community feels valued and respected
- That we promote an environment where everyone feels happy, safe and secure
- That every member of the school community will be treated fairly and in a consistent way

These principles are not primarily concerned with rule enforcement but are rather a means of promoting good relationships so that we can work together with the common purpose of helping everyone to achieve.

Responsibilities of members of staff

- To teach the Gospel values and model how children should live by these
- To treat all children fairly and with respect
- To raise children's self esteem
- To provide a challenging and stimulating curriculum
- To create a safe and pleasant environment
- To recognise each child's individuality and be aware of his/her needs
- To teach rules and sanctions clearly and consistently
- To work together with parents, carers and other agencies
- To be a good role model
- To complete the assertive mentoring records

Children's responsibilities

- To treat all children and adults with respect
- To become familiar with the rules and be aware of expectations
- To be aware of the consequences of their behaviour
- To be a good role model both in and out of school
- To be aware of the part they can play in solving problems and conflicts
- To sign and abide by the Home School Agreement
- To sign the assertive mentoring record and work hard on the targets given.

Parents' Responsibilities

- To treat all children and adults fairly and with respect
- To support the school in the implementation of this policy, including signing and returning the Home School Agreement
- To be aware of the school rules and expectations
- To show an interest in all their child does at school
- To encourage independence and self-discipline
- To be a good role model
- To attend when invited to a meeting in school with regard to their child eg parent evenings

Rewards and Incentives for Appropriate Behaviour and Good Work

We have a Class Dojo system in school. Points are rewarded for good behaviour and work. Children will receive rewards individually when they meet certain milestones e.g. 50, 100, 200, 300 etc. In addition to this the whole class will receive a reward of their choice for all when achieving 100, 200 and 300 dojos. Parents can view the amount of Class Dojos that their child has received using the Dojo website/app.

Good behaviour will also be rewarded in some of the following ways:

- Verbal praise
- Stickers/stamps
- Golden child.

Code of Conduct

Our code of conduct is based on the view that everyone will act with courtesy and consideration to others at all times. Children will be encouraged to:

- Try to understand other people's point of view
- Listen to others and respect their ideas
- Show politeness to others
- Be prepared to take turns and to share
- Use acceptable language always

Curriculum

Religious Education permeates the whole of school life at Holy Family. Pupils are encouraged to accept responsibility for their own actions and relationships and to care for themselves, each other and the environment. (*see RE policy*)

End of Term Report

Children are assessed termly against criteria for attitude and behaviour. This assessment is shared with parents. Parents with children who are consistently assessed as needing to improve will be invited into school for a meeting with the headteacher.

Sanctions for Inappropriate Behaviour

Inappropriate behaviour may have the following consequences according to the severity of the misdemeanour:

- A caution and reminder of the correct behaviour
- Name on the board/ move to the sad face in the classroom followed by an opportunity to make good
- Loss of part or whole of playtime
- Child sent to the Key stage leader – potential loss of Golden Time
- Child sent to the Deputy Headteacher/ Headteacher
- Parents will be contacted if a child continues to misbehave.

Children who repeatably misbehave may be placed on a behaviour book. This will be recorded in each day by the class teacher. Parents should sign to say that they have seen the book. The book should be returned to school the following day.

The Exclusion of A Child

The exclusion sanction will be applied when a child's offending behaviour continues despite the application of the following process identified within our Behaviour Policy.

- clear identification with the child of the offending behaviour
- establishing appropriate sanctions short of exclusion in an effort to discourage reoccurrence of such behaviour
- notification to parents of concerns and sanctions taken
- upon re-offence, discussion with the child regarding ultimate sanctions if behaviour does not improve
- further notification to parents and parental interview
- upon re-offence, implementation of the exclusion process

Exclusion will usually be at the end of a disciplinary process, when a 'Pastoral Support Plan' has been unsuccessful. However, if the behaviour of a child constitutes a serious breach of school rules or where the health, safety, welfare or education of others is threatened

EXCLUSION CAN BE AN IMMEDIATE RESPONSE (*see Appendix 1*).

Policy agreed

Spring 2019

Appendix 1

The school will follow Section 64 of the School Standards and Framework Act:

- Only the Head Teacher can exclude for a fixed period or on a permanent basis.
- During the Head Teacher's absence the responsibility would fall to the teacher nominated by the Head Teacher to act during the Head Teacher's absence from the school. This would normally be the Deputy Head Teacher.
- The total number of fixed period exclusions (covering one or more fixed periods of time) given in any one school year must not exceed 45 school days
- The parent of the child must be informed immediately when exclusion, either fixed term or permanent occurs.

- The following information will be conveyed to the relevant person (parent):
 - the period of exclusion
 - the reason for exclusion
 - that representation can be made to the governing body about the exclusion
 - the way in which that representation can be made

In addition to the requirements of the School Standards and Framework Act the 'Guidance on Exclusion from Schools and Referral Units' (issued January 2003) requires:

- the Head Teacher to write to the parent within one school day of the decision with the information from the previous paragraph
- the letter to include details for the continuing education of the child, including setting and marking work
- the right of the parent to see the child's school record.

Exclusion at lunchtime is a sanction that can be used to maintain good order and discipline during the lunch break without the need to disrupt the child's formal education. Parents will be informed of the number of lunchtime exclusions.

The regulations allow head teachers to exclude a child for one or more fixed periods not exceeding 45 school days in one school year.

When the exclusion is for more than five school days in any one term, or where the child involved would lose the opportunity to sit a public examination, or where the exclusion is permanent or where the Head Teacher decides to change a fixed term exclusion to a permanent exclusion, the Local Authority and governing body must be informed of the exclusion and the reasons for it.

However, there are a number of different alternatives to permanent exclusion available to the Head Teacher which may be used:

- restorative justice
- mediation
- internal seclusion
- managed move (if appropriate)

Parents will be provided with the name and telephone number of a Local Education Officer who can provide advice. For further information on the exclusion process refer to the School Standards and Framework Act, Section 64 or the following website: www.dfes.gov.uk/behaviourandattendance

DECISION: Headteacher, acting Headteacher or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

CONTACT PARENT: The Headteacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration.

LUNCHTIME EXCLUSION:

Pupils who are disruptive during lunchtime may be excluded just for the duration of the lunchtime. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide fulltime education

EXCLUSION DURING THE MORNING SESSION:

the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

EXCLUSION DURING THE AFTERNOON SESSION:

if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day. - If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

WRITTEN NOTICE: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

EDUCATION PROVISION DURING THE EXCLUSION:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

REINTEGRATION INTERVIEW: The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises. The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion). If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School must offer a reintegration interview after any exclusion

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.