



HOLY NAME CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY

The governing body minutes of Holy Name Catholic Primary School reflect that this policy was last reviewed by the governing body on 28 November 2019.

Mission Statement

Holy Name is a Catholic Community working in partnership with parents/carers to nurture and educate the whole person, in the way of Christ, enabling all to know their worth and reach their potential.

Aims

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. We are committed to the use of:-

Positive Reinforcement of acceptable behaviour.

Our behaviour policy is underpinned by the words of Jesus:

“Love one another just as much as I have loved you.”

This policy is written to benefit all members of our school community, to allow each one to understand the policy of the school and to apply it fairly and consistently.

At Holy Name Catholic Primary School we aim to:

- To clarify to all members of the school community what we mean by good behaviour.
- To encourage a positive learning environment where effort, hard work and good behaviour are recognised and rewarded.
- To encourage pupils to co-operate with one another and ensure that they enjoy a friendly relationship with school staff.
- To create a positive consistent structure, therefore avoiding confrontation.
- To create a safe environment, which values the contribution of all members, and where all pupils are treated equally.
- To ensure that all staff use a wide range of rewards to motivate pupils.
- To encourage the children to show courtesy, respect and politeness to all members of the school community.

This policy is supported by the policies for Teaching and Learning, Religious Education and Safeguarding and Child Protection, as together these establish the general ethos and character of the school. Society has high expectations of its schools, not least that they will by example both set and encourage good standards of behaviour.

The achievements of such standards involves praise and rewards good relationships and mutual respect between teachers and children, and stimulating and effective teaching and learning involving high expectations of pupils' academic and social abilities and teaching which is well matched to the needs of the pupils.

In our school we realise this is the responsibility of **EVERYONE** and we all have a part to play in encouraging the children towards good behaviour, whether it is in the classroom, the playground, the dining hall, or after school in the yard. Pupils should also be made aware that they have a duty to behave with good conduct when on educational trips or any occasion outside the school premises, especially when they are in school uniform, as they are representing Holy Name and should always set a good example to others. It involves a variety of personnel, teachers, parents/carers, helpers, caretakers, supervisory assistants, teaching assistants. So it is important that all of these people are aware of this policy.

Good Behaviour means

- Being polite to others, saying please and thank you.
- Listening carefully to what teachers and education assistants are saying so that the children know what to do.
- Recognising the importance of learning new skills and trying to do your best, wanting to learn and trying to work hard.
- Trying to treat each other with respect which means trying to be honest and fair.
- Trying to treat our belongings and equipment carefully and those possessions of others and school.
- To treat our peers with respect, and not harming them in any way, even if they are not the instigator.

Our Behaviour Policy is underpinned by the following:

Acceptable standards of behaviour, work and respect depend on the example of us all. The School Mission Statement is displayed, together with the children's Mission Statement, in all rooms, as well as the School Creed.

The class rules will be displayed prominently. They will be as positive as possible and take into account the ethos of the school.

Remember:-

- To live up to the Mission Statement.
- All have a positive contribution to make.
- Good order has to be worked for, it does not simply happen.
- Set high standards.
- Apply rules firmly and as consistently as possible.
- Everyone at school is here for a purpose.
- Respect every person.
- Treat everyone as an individual.

Relationships are vital, between everyone and at every level, take the initiative:

- Greet and be greeted.
- Speak and be spoken to.
- Smile and relate.
- Communicate.

Problems are normal in life and where children are learning. They test the boundaries of acceptable behaviour and our success is not measured by the absence of problems but by the way we deal with them. If an individual feels increasingly understood and secure within consistent boundaries, trust and respect develop. Disruptive behaviour will be reduced and a more pleasurable learning environment will be created.

Suggestions for improving playtime behaviour

- Teacher to remind the class as they go out about being kind, careful, considerate etc.
- Teacher to remind the children to go to the toilet before they go out.
- School to spend money on play and PE items for playing with in the yard.
- Teachers to be out on the yard at the end of playtime when the bell is rung.
- Good lines and behaviour to be praised all the time.
- Teachers are to see the children out onto the yard.
- To liaise more with Supervisory Assistants at lunchtime.
- To allocate Supervisory Assistants to each class during wet play.
- To ask each Supervisory Assistant to accompany each infant class to the playground.
- To ask each Supervisory Assistant in the juniors (except Year 6) to accompany classes to the junior hall to wait for lunch.
- Class teachers to be prompt after lunch to collect children and speak to Supervisory Assistants about lunch time problems or situations.
- Play leaders/supervisory assistants to organise games and activities on playground.

Staff need to consider that:

Poor behaviour may be linked to a child being under stress (report to SENCO and Executive Head Teacher).

A child struggling with work; a child may have specific learning difficulty. (Refer to SENCO and Executive Head Teacher).

A child may have mental health issues (short term due to family circumstances or long term due to life experiences).

There may be child protection issues (Refer to Safeguarding Lead).

Nursery Rules and Rewards

<u>RULES</u>	<u>REWARDS</u>
<ul style="list-style-type: none">▪ We listen when teacher is talking.▪ We have kind hands and feet and do not 'hit back' but report any incidents to an adult straight away.▪ We care for our equipment.▪ We tidy up after ourselves.	<ol style="list-style-type: none">1 Verbal praise.2 The children will clap a child for their work/ behaviour.3 The children will give themselves a pat on the back.4 Stickers for good behaviour.

Consequences

We have "sit out" time on a time out square for a few minutes if a child behaves inappropriately, eg hitting another child.

Reception and Key Stage 1 Rules and Rewards

<u>RULES</u>	<u>REWARDS</u>
<ul style="list-style-type: none">▪ Keeping hands and feet to yourself, and report any incidents to an adult straight away. Do not hit back.▪ One voice at a time, put your hand up to speak.▪ Always try your best.▪ Look after your classroom and equipment.▪ Walk quietly around the school.	<ol style="list-style-type: none">1 Non-verbal praise.2. Stickers for reasons relating to school rules.3 Children to visit other teachers and classes to show examples of good behaviour.4 'Good News' assembly – 2 children to receive a Head Teacher's sticker and reward from the 'goody basket' for good work/behaviour.5 'Good to be Green' rewards.

Key Stage 2 Rules and Rewards

<u>RULES</u>	<u>REWARDS</u>
<ul style="list-style-type: none">▪ Always listen when someone else is talking.▪ Put your hand up if you want to speak.▪ Quietly concentrate on your own work.▪ Look after your things, and everyone else's.▪ Remember to look after and care for each other.▪ Do not physically or emotionally harm another person.▪ Do not hit back, but report to an adult straight away.	<ol style="list-style-type: none">1 Non-verbal praise (thumbs up, smile).2 Stickers for reasons relating to school rules.3 Children to visit other teachers and classes to show examples of good behaviour.4 'Good News' assembly – 2 children to receive a Head Teacher's sticker and reward from the 'goody basket' for good work/behaviour.5 'Good to be Green' rewards.

Consequences

Non-verbal - a look or gesture.

Stop speaking to gain attention.

Verbal – speak to the child.

Remove child from working group for 5 minutes).

Send to another class for 10 minutes.

Send to Executive Head Teacher/Head of School/Assistant Head Teachers.

Miss playtime

Inform parents/carers if behaviour persists.

Good to be Green Scheme

The Good to be Green system rewards positive behaviour. Each class has a chart which displays every child's name below a pocket containing a green, amber and red card.

Children are encouraged to stay on green through the visual aid and through a variety of rewards – this avoids overlooking those children who consistently behave well.

Rewards

Each Friday afternoon, any children who have been green all week get 'golden time' for half an hour. This can be in class or outside, depending on the weather. Any children who have not been green all week, go to a designated room with work. Teachers will choose to give out other rewards as an incentive if they feel a child has earned it.

In each class, the expected code of conduct (the school and agreed class rules) are displayed next to the 'Good to be Green' chart. These will be adapted (age appropriate) by each class. Children have the chance to start afresh on a 'green card' every week and are expected to maintain that status throughout this time.

If a child chooses not to adhere to the agreed rules, after two warnings (one verbal and one speech bubble being put on their chart), they move onto an amber card. However, if the teacher feels it is appropriate, a child can have five minutes away from others or five minutes loss of play.

If a child ignores the warning opportunities and continues to make bad choices through inappropriate behaviour over a period of time, or there is a serious incident or concern, they are moved to a red card.

They will then need to be sent to Executive Head Teacher, lose playtime (detention) and a letter will be sent out to parents/carers, informing them of the unacceptable behaviour.

If a child receives 3 red cards, parents/carers will be invited into school to discuss the issue because there may be a threat of suspension.

Amber and red cards will be logged by adults so that at the end of each week/term/year, we will know who has been constantly green and consider giving out further rewards.

Good News Assembly

At the Friday Good New Assembly, each teacher will name two children from their class and their achievements, worthy of praise. Children are affirmed, and publicly acknowledged, for a variety of reasons. These children are then called to the front of the hall, where they are applauded, on receipt of a Head Teacher's Award. The children will be given a Head Teacher's award sticker and later invited to choose a gift from the Executive Head Teacher's "Goody Basket."

At the end of each term, certificates are rewarded to those children with 100% attendance for the term. Also, between 2 and 4 children from each class, who have made a significant improvement/contribution to school life, are awarded a prize at the end of the year at the "Golden Assembly." All children who have been 'Good to be Green' all year will go into a draw, one for Infants and one for Juniors and a winner from each will receive a cash prize.

Evaluation, Monitoring and Review

This policy will be reviewed in November 2020

Pauline Sloane, November 2019