



# HOLY NAME CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR POLICY

The federated governing body minutes of Holy Name Catholic Primary School and Our Lady & St Philomena's Catholic Primary School reflect that this policy was last reviewed by the federated governing body on 12 November 2020.

### **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 pupils, 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, teaching assistants, parents/carers, volunteers, caretakers, and supervisory assistants. Therefore, 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 teaching 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 will develop. Disruptive behaviour will be reduced and a more pleasurable learning environment will be created.

**Nursery Rules and Rewards**

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

**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><b>RULES</b></u>	<u><b>REWARDS</b></u>
<ul style="list-style-type: none"> <li>▪ Keeping hands and feet to yourself, and report any incidents to an adult straight away. Do not hit back.</li> <li>▪ One voice at a time, put your hand up to speak.</li> <li>▪ Always try your best.</li> <li>▪ Look after your classroom and equipment.</li> <li>▪ Walk quietly around the school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Non-verbal praise.</li> <li>2. Stickers for reasons relating to school rules.</li> <li>3. Children to visit other teachers and classes to show examples of good behaviour.</li> <li>4. ‘Good News’ assembly – 2 children to receive a Head Teacher’s sticker and reward from the ‘goody basket’ for</li> <li>5. good work/behaviour.</li> <li>6. ‘Good to be Green’ rewards.</li> <li>7. Star chart rewards</li> </ol>

## Key Stage 2 Rules and Rewards

<u>RULES</u>	<u>REWARDS</u>
<ul style="list-style-type: none"><li>▪ Always listen when someone else is talking.</li><li>▪ Put your hand up if you want to speak.</li><li>▪ Quietly concentrate on your own work.</li><li>▪ Look after your things, and everyone else's.</li><li>▪ Remember to look after and care for each other.</li><li>▪ Do not physically or emotionally harm another person.</li><li>▪ Do not hit back, but report to an adult straight away.</li></ul>	<ol style="list-style-type: none"><li>1. Non-verbal praise (thumbs up, smile).</li><li>2. Stickers for reasons relating to school rules.</li><li>3. Children to visit other teachers and classes to show examples of good behaviour.</li><li>4. 'Good News' assembly – 2 children to</li><li>5. Receive a Head Teacher's sticker and reward from the 'goody basket' for good work, behaviour or action.</li><li>6. 'Good to be Green' rewards.</li></ol>

### 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 that 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 on a green card all week, forfeit their Friday 'tuck' and continue with school work.

Teachers will choose to give out other rewards as an incentive if they feel a child has earned it.

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/H of S, lose playtime (detention) and a letter will be sent out to parents/carers, informing them of the unacceptable behaviour. If a child receives three 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. 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 two and four 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 2021

## APPENDIX A

### BEHAVIOUR DURING COVID-19

#### **1. Scope**

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents/carers and staff should continue to follow our school behaviour policy as usual with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

#### **2. Expectations for pupils in school**

##### **2.1 New rules**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. Staff will be familiar with these rules and make sure they are followed consistently.

Parents/carers should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents/carers should contact the Executive Head Teacher (EHT) Anne Radford, or Head of School (H of S) Pauline Sloane, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

For a full explanation of the rules, please refer to the Risk Assessment and Staff Guidance, both of which will be updated as required. However, the main changes are that everyone should walk in single file along the left hand side of the corridors. Children should social distance as much as possible when lining up and not walk too closely together when coming in and out of the building and along the corridors. There should be at least a one metre distance between different bubbles and if possible, two metres.

Pupils will have designated areas for their bubble on the playgrounds and they must stay in their own area. Inside classrooms, all pupils from Year 1 upwards will sit facing the front of the class.

Pupils will come into school between 8.45 am and 9.00 am and enter at their designated entry point. At home time, they will exit from both playground doors, Year 6 door and the Reception Classes door and go to their parents/carers who will be asked to wait at the designated area for their class/bubble.

Pupils must sanitize or wash their hands on entry, each time they return from outside the classroom, before and after lunch and each time they go to the toilet.

We expect children to continue to follow school rules as always. However, in addition, children must follow the above guidelines at all times. These will be made clear to pupils (in age appropriate ways) through verbal discussions/instructions from staff, constant reminders and posters displayed throughout the school. Any child who purposely ignores instructions and reminders or potentially endangers any other person will be removed from the group and their parents/carers will be asked to collect them.

### **3. Expectations for pupils at home**

#### **3.1 Remote learning rules**

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents/carers should also read the rules and ensure their children follow them. Parents/carers should contact the EHT or H of S if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning. Pupils should:

- Be contactable during required times – although we will take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work
- Use proper online conduct, such as using appropriate language in messages

#### **3.2 Dealing with problems**

If there are any problems with pupils adhering to rules around remote learning, including if they do not engage with the remote learning set for them, we will:

Follow up with a phone call from a member of the Senior Leadership Team (SLT) and discuss the issue with parents/carers and pupil as appropriate to see if there are any issues we can address.

### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated. As and when changes are made, school will seek approval from the federated governing body.

### **5. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Mobile phone policy