



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 in September 2026.

This policy should be read in conjunction with the Anti-Bullying Policy, Complaints Policy, Child Protection Policy, Online Safety and Acceptable Use Policy as well as curriculum policies such as PSHE and Citizenship.

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.

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This policy is supported by the policies for Teaching and Learning, Religious Education, Anti-Bullying, 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.



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- 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

RULES

- 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.

REWARDS

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.

Parents will be informed when serious behaviour incidents occur.

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Reception and Key Stage 1 Rules and Rewards

RULES

- 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.

REWARDS

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 of a Golden Ticket/entitlement to a free item of tuck for good work/behaviour.
5. 'Good to be Green' rewards and consequences.
6. Star chart rewards
7. Dojo Points

Key Stage 2 Rules and Rewards

RULES

- 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.

REWARDS

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 or action.
5. 'Good to be Green' rewards and consequences.
6. Dojo Points.



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 Head Teacher/Deputy Head/School Leadership Team.

Miss playtime.

Inform parents/carers if behaviour persists and in the event of serious behaviour incidents.

As a last resort (after every proportionate option has been exhausted) school will issue a fixed term exclusion.

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 and Consequences

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 Head Teacher/DHT/SLT, lose playtime (detention) and a meeting will be arranged with 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 this may lead to a fixed term exclusion.

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 receive a Golden Ticket, which entitles them to a free item of tuck.

At the end of each term, certificates are rewarded to those children with 100% attendance for the term.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered Supportive

- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Inform Head of School/Executive Head.

- Inform parents and arrange for child to be collected from school.

- Possible social services/Police involvement

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to: Manage the

 - incident internally

 - Refer to early help

 - Refer to children's social care Report

 - to the police

 - Please refer to our child protection and safeguarding policy for more information

Evaluation, Monitoring and Review



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This policy will be reviewed in September 2028

Neil Morris, September 2026

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