

*The Holy Spirit Catholic Primary School*  
*Behaviour Policy*  
*2023 - 2024*



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*“Together in the spirit of love and forgiveness our family learns to grow with hope and joy.”*



# The Holy Spirit Catholic Primary

## Behaviour Blueprint



### Relentless Routines

1. Use Embellished Countdowns (positive encouragement to get children ready)
2. Praise in Public, Reprimand in Private (PIP and RIP)
3. Wonderful walking around school

### Visible Adult Consistencies

1. Be calm and consistent
2. Be nurturing - know all behaviour is communication
3. Be relentlessly kind and positive with anxious children

### Rules

1. Be Ready
2. Be Respectful
3. Be Safe

### Over & Above Behaviours

1. Achievement and Virtues awards
2. Positive note/phone call home/'Good News' card.
3. Dojo points

*"Together in the Spirit of Love and Forgiveness,  
Our Family Learns to Grow with Hope and Joy." (Our Mission)*

### Stepped Sanctions

1. NON-VERBAL warning
2. Verbal CAUTION - REMINDER of the three rules
3. LAST CHANCE to correct behaviour - refer to previous examples of good behaviour
4. TIME OUT
5. VISIT a member of the SMT
6. REPAIR - restorative questions

### Micro-script

30 second intervention

I have noticed you have chosen to...

You are breaking the... rule.

Do you remember last week when you... (state good behaviour), that is who I need to see today...

Thank you for listening...

### Restorative Questions

1. What happened?
2. What were you thinking / feeling at the time?
3. What have you thought since?
4. Who has been affected by what you have done?
5. What do you think you need to do to put things right?

# The Holy Spirit Catholic Primary School Behaviour Management Policy

## Our Vision: With Christ we learn to Love-Believe-Achieve & Thrive

### Aims of the Policy

1. To know we are all made in the image and likeness of God and to live out our Mission “Together, in the Spirit of love and Forgiveness our family learns to Grow in Hope and Joy.”
2. To promote the fundamental right within the classrooms of teachers to teach and children to learn.
3. To improve the standards of work, behaviour and life-chances of children.
4. To encourage pupils to develop their independence through becoming responsible for their own behaviour and achieving self-discipline and control.
5. To develop interpersonal skills like co-operation, problem solving and conflict - resolution skills.
6. To promote a nurturing approach, built on empathy and understanding that some children can exhibit behaviours that mask anxiety or struggles with learning.

### Principles of the Policy

- To teach pupils responsible behaviour and recognise those children who keep the rules and go over and above.
- To teach pupils to follow rules and directions consistently and to behave responsibly in order to be successful learners.
- To provide pupils with a consistent approach of positive encouragement that is built on relationships.
- To provide a safe, calm, consistent and caring environment where individuals will feel valued, safe and happy and where Gospel values will be truly lived out.
- A shared understanding and support for the principles by parents is fundamental to the success of the policy.

### Underpinning Philosophy:

- We use the five pillars of Pivotal practice (Paul Dix) - *Consistent, calm adult behaviour; First attention given to best conduct; Establish relentless routines; Scripting difficult interventions; Restorative follow up.*
- Use “Embellished Countdowns” as the signal to be ready.
- Always expect quiet, focused attention and body language in class, always bearing in mind the differential concentration spans of different age groups and the individual learning needs for those pupils on the SEND register.
- Expect children to sit properly (not slump) and chairs to be ‘four legs on the floor’.
- Consequences should be reviewed as restorative conversations – with appropriate responses aiming to scaffold children’s behaviour to improve.
- Responses to unwanted behaviour should be immediate and consistent – and delivered in private, wherever possible.
- Consistency in expectations and responses from all adults who work in our school. Passing students up the hierarchy for them to be dealt with must only happen as a last resort.

**“All behaviour is communication – so every effort must be made to understand it.”**

## Safeguarding Children

All staff are aware that safeguarding issues can manifest themselves via **peer on peer abuse**. All staff recognise that children are capable of abusing their peers. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. At The Holy Spirit, abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We consider all peer on peer abuse to be unacceptable and any incidents will be logged and dealt with by a member of staff, and SLT will be alerted. Appropriate action will be taken and support given to both the victim and the perpetrator to recognise unacceptable behaviour.

All staff have read the guidance/advice released in July 2017 by the DFE called ‘Preventing and Tackling Bullying’. This can be located on line via the link below.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

Deliberately hurtful; Repeated - often over a period of time; Difficult to defend against

Types of bullying:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

## Roles and responsibilities

### The Governing board

The Governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

- To display the Code of Conduct in class and to regularly refer to it.
- To take collective responsibility for the behaviour of all children within the school community.
- To implement the behaviour policy - using the code of conduct, the school rules and sanctions clearly and consistently.
- SMT to support staff in responding to behaviour incidents.
- To treat all pupils courteously and with respect regardless of race, gender, religion and ability.
- To build trusting relationships (by meeting and greeting pupils with a smile each morning, welcoming them to school and engaging in caring conversations).
- To give first attention to pupils who exhibit the best behaviour and conduct.
- To praise and reward good behaviour and routinely recognise pupils, who go 'Above & Beyond'
- To be good role models, particularly in the way they speak to and behave towards each-other and the children, especially at lunchtime and social times.
- To raise pupils' self-esteem and encourage the development of their full potential.
- To be relentlessly positive when reminding pupils of the high expectations we uphold of them all.
- To never punish a whole class as a consequence of an individual or group of pupils' misconduct.
- To be calm and whenever possible match the child's eye level; be consistent and fair at all times; a "loud" voice can be used on rare occasions and in emergency situations.
- To challenge unacceptable behaviour assertively and be consistent with pupils who test the boundaries.
- To highlight unacceptable behaviour NOT the person.
- Give the child choices and thinking time (to make an appropriate and acceptable decision)
- Remind the child of the rule they have broken and give examples of their previous good behaviour.
- To use Embellished Countdowns – positive encouragement to get children ready.
- To Praise in Public, Reprimand in Private (PIP and RIP).

## Parents

- To support the Holy Spirit Code of Conduct and school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents' evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To be good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

## Children

- To attend school, be on time and wear the correct uniform with pride.
- To line up sensibly, walk quietly and calmly around school.
- To try their best and be responsible for their own learning at school and at home.
- To be honest and kind, listen carefully to each other and celebrate each-others differences.
- To take good care of our environment, school property and belongings.
- To use the internet in a way that is respectful to others.
- To follow instructions from all adults, first time.
- To keep themselves and others safe at all times.
- To tell an adult if they or anyone else feels unsafe.

## School Wide Rewards

At The Holy Spirit we believe that pupils learn best when they are motivated and when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour. Some of the rewards are listed below:

- Verbal Praise – all staff tell pupils that their behaviour is very good and state why
- Verbal Praise to parents/carers / phone call / good news card
- Dojo points
- Celebration Assembly awards (RAISE Achievement award of the week and a Virtue award of the week in each class)

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of dojo points. Class Dojo is an online system where students can receive Dojo points. Dojos are awarded for following the code of conduct linked to our school rules - **Be ready, Be respectful, Be safe** and for displaying any of the Christian virtues in actions, deeds or attitudes which are deemed noteworthy (Above & Beyond behaviour).

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task
- Displaying our Christian values/virtues
- Completing homework on time

When awarding the dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a dojo for waiting so patiently'. All teachers have access to their own class online dojo system, as well as other classes', which allows them to award Dojos to all our children.

Once awarded a dojo, it should never be deducted.

The reward system is graded as follows:

Any noteworthy behaviour awarded with 1, 2 or 3 Dojo's maximum

- 100 Dojos Children receive a bronze certificate and a prize
- 200 Dojos Children receive silver certificate and a prize
- 300 Dojos Children receive gold certificate and prize
- 400 Dojos Children receive platinum certificate and prize
- 500 Dojos Children receive rainbow certificate and a reward trip/activity
- The class with the most dojos each week receives an extra playtime the following week

School Commendation awards will be presented in our weekly Celebration Assembly.

- RAISE awards – awarded to pupils, who have been demonstrating one of the key values that make up our RAISE curriculum
- Virtue award - awarded to pupils, who has been demonstrating any of the Christian Virtues
- Pupils with 100% attendance receive a reward at the end of each term and at the end of the year.

#### Class Rewards:

In addition to the whole school rewards, teachers often develop their own novel ways in which to promote and encourage good standards of behaviour with their class e.g. stickers, raffle tickets, marble jars, golden time, behaviour charts etc. These individual approaches are encouraged as they are a way in which teachers can take more responsibility for the behaviour of their children on a day-to-day basis. However, they must not replace the whole school behaviour rewards such as the dojo points.

## The Holy Spirit Catholic Primary School Rules

### **Be ready - Be respectful - Be safe**

The School rules apply anywhere at any time during the school day and within the wider community (including school trips and events in other schools).

#### Philosophy Into Practice – regularly reviewed and discussed

- Every teacher has a right to teach; every child has a right to learn. Pupil behaviour that prevents this from happening must be acted upon.
- Rules are taught consistently and regularly. Every interaction is an opportunity to help support and educate. We refer to Our Mission statement and recite it when we fall short. This helps to remind us of what we are here to do together.

#### School Wide Sanctions:

In the event of children not adhering to the code of conduct, the following sanctions will be applied using adult discretion, based on the seriousness of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

1. NON-VERBAL warning e.g. frown, stern look and silence
2. Verbal CAUTION - REMINDER of the three rules: Ready, Respectful and Safe and making the child aware of their behaviour and the consequences if they continue (be aware of tone - supportive, non-threatening).
3. LAST CHANCE / APPROPRIATE CONSEQUENCE - final opportunity to engage – refer to previous examples of good behaviour (use the 30 second scripted conversation here).
4. TIME OUT - child sent to a named class for 10 min, 20 min or a maximum of 1 lesson.

Parent/carer contacted/invited into school to discuss the child's behaviour. Consider 'child profile' - barriers to learning (including SEND), Individual Support Plan and targets, potential positive interventions.

5. Child Referred to Learning Mentor, Deputy Headteacher or a Headteacher
6. REPAIR – This may be a quick chat or a more formal meeting (restorative conversation)

1. What happened?
2. What were you thinking / feeling at the time?
3. What have you thought since?
4. Who has been affected by what you have done and how?
5. What do you think you need to do to put things right?

7. In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a report card, behaviour contract, exclusion from activities, playtime and / or lunchtime exclusion, internal exclusion or fixed (short and long term) and permanent exclusions.

In the EYFS, the above sanctions are used in relation to the *Sun, Cloud, Thunderbolt* system, where children move from the *Sun* to the *Cloud* at step 3 and to the *Thunderbolt* at 4. Children begin every day on the *Sun* and if placed on the *Cloud* or *Thunderbolt*, they get to move back to the *Sun* when they correct their behaviour.



FOLLOW THE LOCAL AUTHORITY EXCLUSION PROCEDURES / PROTOCOL (if and where appropriate and after short term internal exclusion and support has been used).

**Advice from the Behaviour Support Service should also be sought at this stage.**

\*\* All of these steps MUST include a formal discussion with parents/carers, the Deputy Headteacher, and SENDCO must be informed and a Behaviour Support Plan will be put in place for serious incidents or persistent behavioural issues, an ABC Behaviour Tracking Sheet should also be used – to identify triggers and/or patterns of behaviour. *This is essential prior to completing the LA Exclusion Protocol.*

The Legal Position

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school - teachers have a specific legal power to impose detention outside school hours. Teachers can confiscate pupils' property.

However, a teacher's actions must not breach any other legislation (for example in respect of disability, special educational needs, race and/or other equalities and human rights) and it must be reasonable in all circumstances. Equally, a punishment must be reasonable and proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- 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 where our behaviour log is kept and reported to parents
- Guidance on the use of reasonable force can be found [here](#).

## Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

### Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Full governing board every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

### Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Equality Policy
- Anti-bullying Policy

### Staff training log

Please see separate staff training log available in the School Office and updated in line with staff CPD and also the Single Central Register.

### Behaviour log

Staff record behaviour incidents on CPOMS. This is where incidents are tracked and reported to the Governing Body or any other bodies such as the Local Authority.

## **Appendix 1**

### **Governing Body Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full governing board every year and when the policy is renewed.



# Reflection Sheet

Name.....

Date.....

**Be Ready    Be Respectful    Be Safe**

*“Together in the Spirit of Love and Forgiveness our Family Learns to Grow with Hope and Joy.”*

*Please explain what happened in a complete sentence.*

.....  
.....  
.....  
.....

*Why did I choose to act in this way?*

.....  
.....  
.....  
.....

*How did my choice affect others?*

.....  
.....  
.....  
.....

*What would have been a better choice?*

.....  
.....  
.....  
.....

*What do I need to do now?*

.....  
.....  
.....  
.....

*Pupil.....*

*Teacher.....*