

# The Holy Spirit Catholic Primary School

## Behaviour Policy

*Our Mission Statement is at the core of our teaching and provides high expectations for children in a positive, loving and caring environment.*

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

Spring 2019



# 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. Ready
2. Respectful
3. Safe

#### Over & Above Behaviours

1. Recognition Boards in class
2. Positive Note / phone call home.
3. Hot Chocolate Friday

**“Together in the Spirit of Love and Forgiveness,  
Our Family learns to grow in Hope and Joy” (Our Mission)**

#### Stepped Sanctions

1. Reminder
2. Caution
3. Last Chance  
(stay behind for two minutes at break/dinner/school)
4. Time Away
5. Repair

#### Microscript

30 second intervention

“ I noticed you are...  
It was the rule about....you broke.  
You have chosen to...  
Do you remember last week when you...  
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?

We use “Catch up on learning notes” - where work is not completed in class it must be completed that evening.  
Photocopied work set by teacher with clear amount of time / amount it needs to be completed.

### 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.” (School Mission statement)
2. To promote the fundamental right within the classrooms, of teachers to teach and children to learn.
3. To encourage pupils to develop their independence through becoming responsible for their own behaviour and achieving self-discipline and control.
4. To develop the interpersonal skills which facilitate co-operation with others, problem solving and rational conflict- resolution skills.
5. To develop within children the ability to become fully participant members of both the school and the wider community.
6. To promote a nurturing approach which is built on empathy not sympathy understanding that some children can exhibit behaviours that mask anxiety or struggles with learning.

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

### 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 these rules and directions consistently and to choose to behave responsibly.
- 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.
- Parents will be directed to a link to the Behaviour policy on the school website annually – paper copies will be available on request.
- A shared understanding and support for the principles by parents is fundamental to the success of the policy.
- The culture in the school is set by how the adults behave and the best schools have absolute consistency.
- All consequences should be reviewed as restorative conversations – with appropriate responses that aim to scaffold a child’s behaviour to improve.
- All responses to unwanted behaviour should be immediate and consistent – and delivered in private wherever possible.
- Behaviour management is a team sport – all staff must deal with the behaviours they encounter.
- To get the behaviour we want, there can be no gaps in expectations or responses between the adults who work in a school on what matters. Passing students up the hierarchy for them to be dealt with by someone else works against the certainty we are trying to create.
- We need to teach (and reteach) the children the behaviours they need to be a successful learner in our school.
- All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. All staff recognises 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

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

Bullying can include:

### Type of bullying Definition

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 strategy.

### Roles and responsibilities

#### The governing board

Maintained schools, pupil referral units and non-maintained special schools insert:

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 also approve this policy.

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

## Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## Promoting High Standards of Behaviour –

All staff at The Holy Spirit Primary School will:

1. Treat all pupils courteously and with respect.
2. Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.
3. *A whole class should never be punished as a consequence of an individual or group of pupils' misconduct.*
4. 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.
5. Use “Embellished countdowns” as the signal to be ready. We will use it relentlessly and we expect it to be responded to consistently.
6. 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. We expect chairs to be ‘four legs on the floor’. We expect children to sit properly and not slump. We use the terms, Ready, Respectful and Safe.

## Every day, every adult who works at our school will strive to:

- Be calm, consistent and fair at all times (and be in control of themselves and their emotions before they address poor behaviour); a “loud” voice can be used on rare occasions and in emergency situations.
- Be relentlessly positive (and regularly remind our pupils of the high expectations we expect of all of them);
- Give their first attention to those pupils who exhibit the best behaviour and conduct;
- Build trusting relationships (by meeting and greeting pupils with a smile each morning, welcoming them to school and engaging in caring conversations);
- Routinely recognize pupils who go ‘Above & Beyond’.

## Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Our School Rules

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.)

### The Holy Spirit Catholic Primary School Rules

- 1. Be ready – ready for learning and the next activity**
- 2. Be respectful – respectful towards everyone, property and the school environment.**
- 3. Be safe - keep ourselves and other people safe.**

### Philosophy Into Practice – regularly reviewed and discussed

- Every teacher has a right to teach each; every child has a right to learn. Pupil behaviour which 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.
- All teachers and adults must:
- Display class rules
- Praise and reward good behaviour seeking to be attentive to give our first attention to good conduct.
- Challenge unacceptable behaviour assertively.
- Be consistent to pupils who test the boundaries.
- Highlight unacceptable behaviour NOT the person.
- Use embellished Countdowns – positive encouragement to get children ready
- Praise in Public, reprimand in private – (PIP and RIP)
- Wonderful Walking - Walking calmly (and quietly) into the classroom at the start of the school day and after each break and lunch time. Class teachers must always be in the classroom ready to greet

### Ways we will recognise exemplary behaviour ('Above & Beyond'):

- Verbal praise and recognition;
- Positive names on the board – Recognition Board
- Phone call / Postcard home;
- Hot Chocolate Friday;
- Friday Celebration assembly awards (Citizenship and star of the week awards)

### What we will do when dealing with unacceptable behaviour:

- Keep calm and, where possible, match the child's eye level;
- PIP and RIP (Praise in public, reprimand in private) wherever is possible;
- 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.

**Several 'drive bys' should have taken place before the following stepped interventions/sanctions are implemented:**

### Stepped Consequences:

- **REMINDER** of the three rules: Ready, Respectful and Safe or the three step routine delivered privately if possible – repeat reminders – take the initiative to keep at this stage
- **CAUTION / VERBAL WARNING** a clear verbal warning delivered privately wherever possible – making the child aware of their behaviour and the consequences if they continue. Say, *“think carefully about your next step.”* ( be aware of tone supportive, non-threatening) . A card may be placed in front of the child with the rules in front of them as a reminder to turn around their behaviour - this may be left up to a maximum of ten minutes.
- **LAST CHANCE / APPROPRIATE CONSEQUENCE** This is a final opportunity to engage – offer a positive choice to do so – refer to previous examples of good behaviour – *use the 30 second scripted conversation here*. At this stage tell the child, *“Stay behind two minutes after class.”*
- **TIME AWAY / SENT TO NEIGHBOURING CLASS FOR A FIXED AMOUNT OF TIME.** 10 minutes, 20 minutes – **maximum of 1 lesson** \*, \*\*

\* Both of these steps should also include an informal conversation with the child’s parent/carer Also consider ‘child profile’ - barriers to learning (including SEND), Individual Support Plan and targets – and potential positive interventions (e.g. ELSA, counselling, Individual Behaviour Plan, access to positivity zone – e.g. colouring club or sports activity – at lunchtime, etc.).

\*\* Learning sent home when not completed in school. A “catch up on learning note” to be stapled to work to be completed, clear guidance on the type of activity , time it should take and the date and should be returned the next day signed by the parent / carer)\*

- **REPAIR** – This may be a quick chat or a more formal meeting (restorative conversation)

The school operates a graduated approach to behaviour and the “stepping up” of behaviour to the Senior leadership team supports our principles of supporting and identifying underlying behaviour issues.

- 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 sort 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*

### Stepped consequences on the Playground

REMINDER of the three rules: Ready, Respectful and Safe. *Talk to pupil about the rule to ensure they know which rule has been broken.*

CAUTION / VERBAL WARNING delivered privately wherever possible – making the child aware of their behaviour and the consequences if they continue. : *spend five minutes out e.g. walking with adult to calm down.*

LAST CHANCE / APPROPRIATE CONSEQUENCE *(Use the mini script but then use appropriate consequence E.g.: stand out against the wall for five minutes.)*

*TIME AWAY: spend rest of playtime with person on duty or sent in to work with headteacher or Deputy Head – in their absence class teacher*

*Lunchtime Reflection: This sanction may be used for Y2 and above children at any point after the second sanction, usually in response to physically or verbally aggressive behaviour. The child will miss some or all of their lunchtime plays to reflect upon what he / she have done and the effect it had on others. A reflection sheet will be completed by the child and kept in the head teacher's office.*

Micro scripts (30 second intervention to support good behaviour choices):

- I have notice that you are not being... (refer to rules and child's behaviour) right now.
- You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- Can you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.

Restorative Questions (using up to 5 questions from the following will usually be sufficient):

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) How did this make people feel?
- 5) Who has been affected?
- 6) How have they been affected?
- 7) What should we do to put things right?
- 8) How can we do things differently in the future?

### 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 teachers 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 in CPOMS where our behaviour log is kept and reported to parents
- Guidance on the use of reasonable force can be found [here](#)

#### Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (such as phones) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### 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

Please refer to CPOMS where behaviour incidents are recorded in the Incident log with actions and resolutions for each incident. 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

# Catch up on learning



In the spirit of love and forgiveness our family learns to grow with hope and joy.

Dear .....

Please find attached your child's work that needs to be completed by .....

This will help them to catch up on today's learning and achieve their full potential.

Thank you for your support. *(Partners in putting your child's education first.)*

Teacher .....

Parent/guardian.....

Good  
News



Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

*Great!*

Good  
News



Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Signed .....

Date .....

*Great!*

Good  
News



Dear \_\_\_\_\_

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Signed .....

Date .....

Good  
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Dear \_\_\_\_\_

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\_\_\_\_\_

Signed .....

Date .....



Reflection Sheet



Name.....

date.....

**Be Ready Be Respectful Be safe**

*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.....*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



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*You've earned it!*



*You've earned it!*



*You've earned it!*



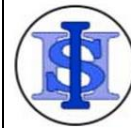
*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*You've earned it!*



*Ready  
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