

HOLY FAMILY CATHOLIC PRIMARY SCHOOL BEHAVIOUR FOR LEARNING POLICY

As one Holy Family, following Jesus, we learn, love and grow to fullness. To enable this to happen, we endeavour to create a culture of learning throughout the school built on a foundation of self-discipline, social awareness and high standards of appropriate behaviour. This policy outlines our high expectations and how we work together to achieve our aims.

Supporting Positive Behaviour

We aim to:

- Consistently, fairly and compassionately apply our policy to enable behaviour for learning which lead to success
- Build positive learning environments in our classrooms and on the playground
- Provide a vibrant and varied curriculum which gives all children opportunities for success
- Always start by emphasising the positive, encouraging desired behaviour through praise and reward systems
- ‘Catch’ our children being good
- Praise loudly, reprimand quietly
- Celebrate success in our reward assembly and in our classes
- Build positive relationships between parents/carers, children and staff

The Holy Family High Five

We encourage desired behaviours in a positive, constructive way. By modelling, highlighting and rewarding such behaviours, the children will be more likely to adopt them for themselves. We have 5 whole-school rules which everyone within our community is expected to follow:

1. We treat everyone and everything with respect
2. We are calm and quiet
3. We follow instructions
4. We always do our best
5. We are helpful friends

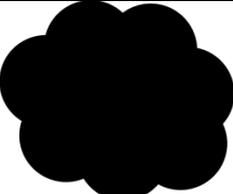
Those children following these rules (staying on the ‘Sun’ – see below) will earn 1 hour of Golden Time each week. Members of staff endeavour to facilitate high-quality activities during Golden Time in order to motivate positive behaviour. Activities might include, for example: dodgeball; arts and crafts; street dance; ipad activities and are changed periodically.

Been Seen in the Sun

Any member of the school community is able to nominate another member for following the Holy Family High Five. Their name is then entered for a prize draw during our weekly reward assembly. In doing so, we hope to 'catch' children being good and reinforce positive behaviours that may otherwise go unnoticed.

The Cloud System

To promote the Holy Family High Five, we use a Cloud System, outlined below:

Weather	Behaviour	Result
 SUN	Following The Holy Family High Five and our Mission Statement	1 hour of Golden Time each week
 WHITE CLOUD	<ul style="list-style-type: none">• Not calm and quiet• Unhelpful behaviour (e.g. 'winding up' another child or making silly noises)• Not following instructions	Lose 10 minutes of Golden Time
 GREY CLOUD	<ul style="list-style-type: none">• Repeated white behaviours• Damaging property• Hurtful words (including swearing)	Lose 20 minutes of Golden Time
 BLACK CLOUD	<ul style="list-style-type: none">• Repeated grey behaviours• Answering back• Hurtful actions (e.g. hitting, kicking, pushing)• Leaving a lesson	Lose 30 minutes of Golden Time

Points to note:

- Whenever possible, staff will give a quiet reminder and a final reminder before Golden Time is lost
- Every child starts on the sun each day for a fresh start
- Golden Time cannot be earned back
- If a child loses Golden Time, s/he will sit out away from their class for any time lost
- Parents/Carers contacted via text message if any Golden Time is lost
- Any adult can take Golden Time away at any time of the day, including lunch staff at lunch times
- Once a child has lost 30 minutes of Golden Time, they must be sent to the Deputy Headteacher for a restorative conversation

The Holy Family High Five have been negotiated with all staff and pupils and are displayed throughout the school. There is a Cloud display in each classroom, indicating how a child is getting on during that particular day; all children start on the sun. Individual classes may also have their own rules specific to their setting to work alongside the Holy Family High Five.

Other Incentives

As well as Golden Time and Been Seen in the Sun, we also use a variety of other ways to reward positive behaviour. These might include:

- Praise (verbal or written) in front of peers
- House Points
- Showing work to other adults
- Stickers/certificates
- Worker of the Week and Excellent Worker awards
- Raffle tickets towards a prize draw

Sanctioning Inappropriate Behaviour

We aim to:

- Encourage positive and responsible behaviour, allowing the children the opportunity to make the right choice whilst understanding the consequences
- Try and understand the underlying factors that contribute to inappropriate behaviour
- Deal with inappropriate behaviour swiftly and restoratively, to restore relationships and the learning-centred environment
- Promote the idea that forgiveness and a new start is always an option

The Cloud System chart above outlines specific behaviours and sanctions. This system is applied consistently across the whole school, with expectations being similarly high in all settings.

As well as losing Golden Time, staff may use other sanctions to address inappropriate behaviour. These might include:

- Loss of playtime (e.g. if work is unfinished or children are not calm when lining up)
- Being sent somewhere to cool off or calm down
- Only being allowed on certain areas of the playground at playtimes
- Not being allowed to attend a school event, e.g. school trip
- Involving members of the Senior Leadership Team or Learning Mentor

Restorative Solutions

All staff have been trained in how to use Restorative Solutions (see appendix). This mainly involves a way of questioning which seeks to understand and address the issues for all involved with inappropriate behaviour and repair any harm done. Repairing the harm might include, for example, making a sorry card, repairing a damaged display in the hall or ensuring a change of behaviour in future. Any time a child loses Golden Time, a restorative conversation must be held and a restorative behaviour log (see appendix) completed.

Questions asked during restorative conversations might include:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been hurt by this? How?
4. What has been the hardest thing for you?
5. What do you think/feel now?
6. What shall we do now?

As well as conversations involving a small number of children, restorative circles involving larger numbers of children may also be used to solve disputes and problems, for example if there is an issue involving the whole class.

As well as staff being trained in these methods, we also have 'Peace Police' (children from Y2 to Y6) who are specially trained to help promote this approach amongst their peers.

Creating A Settled Environment

As adults, we have a responsibility to establish routines which promote positive behaviour and pre-empt inappropriate behaviour. This might include:

- Clear, consistent and fair communication of expectations
- Being prompt and attentive when children are moving around the school (e.g. after playtimes, before assembly or at the start/end of the day)
- Differentiating work appropriately
- Using informed seating/carpet/table plans
- Well-organised wet play activities
- Understanding that a settled, well-thought-out environment is best for promoting positive behaviour

Additional Support

If a child is consistently finding it difficult to follow the Holy Family High Five, support is put in place to encourage more positive behaviour. This might include any of the following:

- Sticker chart
- Report card
- Home/School book
- Use of Dojo system (online home/school reporting system)
- Learning Mentor / outside agency involvement
- Adaptation of the Cloud System (e.g. starting on 'Sun' each lesson)

If it is necessary to adapt normal policy for a particular child, then it is accepted that the child needs *even more help* with their behaviours, rather than punishment. If this is the case, then staff can use a certain amount of discretion when applying the Cloud System in order to facilitate the most constructive outcomes for the child. If Learning Mentor / outside agency involvement is necessary, it is hoped that this will address the underlying issues of inappropriate behaviour leading to more positive outcomes in the future. This type of support might include:

- 'Check-in' sessions with the Learning Mentor, working on issues particular to that child
- Lego Therapy
- Play Therapy

Exclusions

If a child puts into question their own personal safety or the safety of others, this may result in a fixed-term exclusion. This is very rare and not something we, as a school, take lightly. The exclusion can take place at home or at school, away from other children, depending on what is best for the child in each instance. The following are examples of when this might happen:

- Serious physical harming of any members of our school community or the environment
- Repeatedly intimidating others through verbally taunting, threatening, name-calling or teasing
- Very serious challenges to authority
- Leaving the school without permission

Team Teach Training

All staff have been Team Teach trained. This is an approach which enables staff to deal with difficult behaviours in a positive way. It looks at understanding behaviours and putting things in place to minimise inappropriate behaviour and maximise the success of children who struggle in this area.

A small part of Team Teach methods involves physical control or restraint. On the rare occasions they are necessary, staff may use these techniques in order to promote safety. On such occasions, staff may use 'reasonable force' to control or restrain. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as restraining pupils in order to break up a fight.

It is up to the professional judgement of the staff involved to decide whether control or restraint of children through reasonable force is necessary and the best course of action in the given situation. The following list is not exhaustive, but shows some of the situations reasonable force may be used:

- To remove a disruptive child from a classroom where they have refused to follow an instruction to leave
- To prevent a child behaving in a way that disrupts school life
- To prevent a child leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that would disrupt others or put them at risk
- To prevent a child from attacking another child or a member of staff, or to stop a fight
- To restrain a child at risk of harming themselves

Force cannot be used as a punishment in any situation. If reasonable force needs to be used, a record will be kept in school and parents will be informed. Reasonable adjustments may be made for children with SEND.

Discipline Through Discipleship

As a Catholic school, we encourage our children to be disciples of Jesus. Any discipline we aim to instil within our children focuses on trying to make them more like Jesus; more peaceful, compassionate and loving towards themselves and others in order to bring about the best chances for them to succeed and have 'life to the full' (John 10:10).