



**HOLY FAMILY RC PRIMARY SCHOOL**

**ROCHDALE**

**BEHAVIOUR POLICY**



## **POLICY FOR SCHOOL BEHAVIOUR**

### **Mission Statement**

Holy Family School exists to serve its parish and community by promoting excellence, academic, creative and spiritual learning.

Based on the teachings of Jesus Christ and the Roman Catholic Church, the school seeks to provide a happy, safe and inspiring environment where children, staff, parents and visitors feel secure, loved and respected.

Holy Family Roman Catholic School encourages all its members:

Through WORK: to develop his or her full potential as part of the community and as a unique person made in the image and likeness of God.

Through WORSHIP: to learn to know and love God and to recognise and respond to the person of Christ in others.

Through WITNESS: to celebrate Gospel messages including justice and peace

### **Guiding Principles**

Holy Family RC Primary School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave at all times; in school, on visits, when wearing school uniform (in or out of school time) and in some other way when the child is identified as a pupil at the school. All pupils are expected to behave according to the guidelines set out in the Code.

### **Aims**

- To recognise that every child is created in the image and likeness of God
- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour and the opportunity of a fresh start.

### **Code of Conduct**

- All members of the school community should respect one another.

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- All adults should conduct themselves in such a way as to set an example to the children both in and out of school.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- Respect should be shown for their own, schools and other people's property
- Holy Family RC Primary School expects all to be well behaved, well mannered and attentive.
- Children should walk (not run) within the school.
- If a child has a grievance against another child it should be reported to a member of staff as soon as possible and appropriate action will be taken.
- Physical violence, emotional abuse and threatening or intimidating behaviour will not be tolerated.
- Foul or abusive language will not be tolerated.
- Racist, transphobic or homophobic language or abuse should never be used
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform. Only watches and stud earrings are permitted.

This Code of Conduct has been formulated with the safety and well-being of the children and whole school community in mind, and to enable the school to function efficiently as a place of learning.

## **Incentive Scheme**

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

Throughout the school, children's hard work and effort is rewarded through weekly certificates handed out in Key Stage assemblies. These certificates are awarded by the teacher for improved behaviour, attitude, effort and achievements. At the end of each term, two children from every class are chosen to receive a Head teacher's certificate for improved effort, attitude, attainment or contributions made to school. Class half termly incentives may be given in addition.

Rewards are given to the children both for good or improved work and for behaviour, and act as an incentive. In addition, staff give oral or written praise and other incentives.

Children's achievements out of school are also celebrated in Assemblies. Children's work and learning is shared with parents on the school's Facebook page regularly. In addition to this, Newsletters are issued each week via the app, informing parents and families of the achievements of the children in their many endeavours in school. On occasion, parents may receive a notification from their child's class teacher, notifying them of good work and effort that the children have demonstrated in school.

Almost all children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

## **Sanctions**

There will be times when children behave unacceptably. Children need to understand where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy should state these boundaries clearly and firmly.

Minor breaches of discipline are dealt with by the school staff, in a caring, supportive and fair manner, having regard to the age of the child.



Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as break times), moving in class to sit alone, moving into another room, writing a letter of apology, loss of a responsibility and loss of a special 'fun' activity. In extreme cases children may be removed from a school outing. The sanction should be proportionate to the behaviour and delivered as soon as is practicable.

If the unacceptable behaviour is persistent or recurring, parents become involved and the child will be allocated a named person to work with them and help them overcome barriers to progress in school. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

Major breaches of discipline could include but are not limited to physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class and/or the playground and deliberate disregard to the . Holy Family RC Primary School has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school (through CPOMs). See 'Procedures for Dealing with Major Breaches of Discipline' for details on stages.

This type of behaviour is very rare at Holy Family RC Primary School and it is the duty of the Head Teacher or the Deputy Head Teacher to deal with it promptly, particularly if the problem persists.

## **Procedures for Dealing with Major Breaches of Discipline**

- An oral warning by the Head Teacher or Deputy Head Teacher concerning future conduct.
- Withdrawal from the classroom.
- Contact with parents informing them of their child's unacceptable behaviour; initially a phone call and followed up with a formal letter.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- Internal exclusions – in which a child is removed from their classroom and made to work in another classroom or with the Head teacher. The duration of an internal exclusion should be commensurate with the breach of behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- A case conference with parents.
- Permanent exclusion, after consultation with the Governing Body.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away (exclusion). E.g. the possession of a dangerous weapon or illegal substance will result in immediate confiscation and the direct involvement of the police. The searching of pupils and subsequent confiscation of items will be carried out in accordance with the DfE advice issued in 'Screening, Searching & Confiscation' document (DfE- 00056-2011).

## **SEND and Young pupils**

If a child has additional needs or for some younger pupils, staff will use their professional judgement to decide whether a child fully understands their actions and the consequences and staff will adapt



and use an alternative behaviour strategy. For younger pupils the happy/sad faces may be used and the reflective cushion when deemed appropriate.

## **Lunchtime Supervision**

At lunchtime, supervision is provided by lunchtime supervisors and Teaching Assistants. The duty staff should maintain order; usually by reminding children of the standard of behaviour expected. The duty staff will deal with behaviour incidents as they arise following this policy. If pupils misbehave persistently, they will be referred to the Deputy Head or, in extreme cases, to the Headteacher.

This results in loss of privileges and break times. Parents will be informed and the incidents are recorded on our CPOMs system. Children are given the opportunity to improve and if no improvement is made children will be moved onto a different lunchtime sitting and may be excluded from the playground for a specific time.

## **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the code of conduct with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Each year, a home/school contract is issued to parents to be signed and supported by both parties

## **Care and Control of Children**

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards. Kagan cooperative structures and classroom management strategies are employed in every aspect of the school. The children understand the signs and expectations of the system which encourages all children to take a full and active part in their learning and behaviour. This works successfully for all ages and supports the code of behaviour we uphold in school.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- redirect to another activity
- talk to the child – discuss what has happened
- discussion in groups or whole class
- move the child from the group to work on his/her own
- repeat work
- miss break time (but must be supervised)
- Pastoral Care Support Programme (Learning Mentor involvement)
- remove child from the class – place with Head Teacher or in another class
- parental involvement
- daily report
- Sanctions as in Discipline Policy.



Serious incidents are recorded in the Incident Book.

## **Using Reasonable Force**

At Holy Family we will intervene in situation only in rare circumstances such as to prevent pupils committing an offence, injuring themselves or others, deliberately damaging property or attempting to leave school premises without permission.

## **Incident Reporting (CPOMs)**

This is used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to personal property
- loss, theft, or damage to school property
- any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest and will always involve the Head teacher.

This is also used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This book is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour.

## **Challenging Behaviour**

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

## **Preventative Strategies**

See sanctions above and Sanction Policy procedures.

## **Intervention**

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary (in accordance with Team Teach Training). The child is removed and taken to the Deputy Head or the Headteacher who will contact the child's parents.

The situation is discussed with the Head Teacher or Deputy Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs.

Any occasions where restraint is used will be recorded in accordance with Team Teach guidelines and parents notified. A listening and learning de-brief will be carried out with the child and member of staff who restrained the child as soon after the restraint as possible. The listening and learning de-brief should be an opportunity for the child and teacher to discuss the events that led to the restraint being invoked and a reminder to the child of expectations and making the right choices.

## **Behaviour Modification Policy**



At Holy Family RC Primary School the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various strategies are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources
- rewards of stars/smiley faces on work, on charts and in special books
- use of special stickers for such things as listening, being kind, helpful, and so on
- showing achievements in Assembly
- involving parents at an early stage to co-operate on an action plan
- sharing achievements with parents and families through postcards home, certificates and termly celebration newsletters.

By using a positive system of rewards and reinforcing good behaviour, Holy Family RC Primary School fosters children's positive self-esteem.

This policy has been approved and adopted by staff and Governors

Signed ..... (Chair of Governors) Date .....

Signed ..... (Headteacher) Date .....

## **Further information**

### **Useful Documents and Resources**

DfE/Behaviour & Discipline in Schools (DfE-00058-2011)

DfE/ Screening, Searching & Confiscation (DfE-00056-2011)

DfES Use of Reasonable Force (DfE-00060-2011)