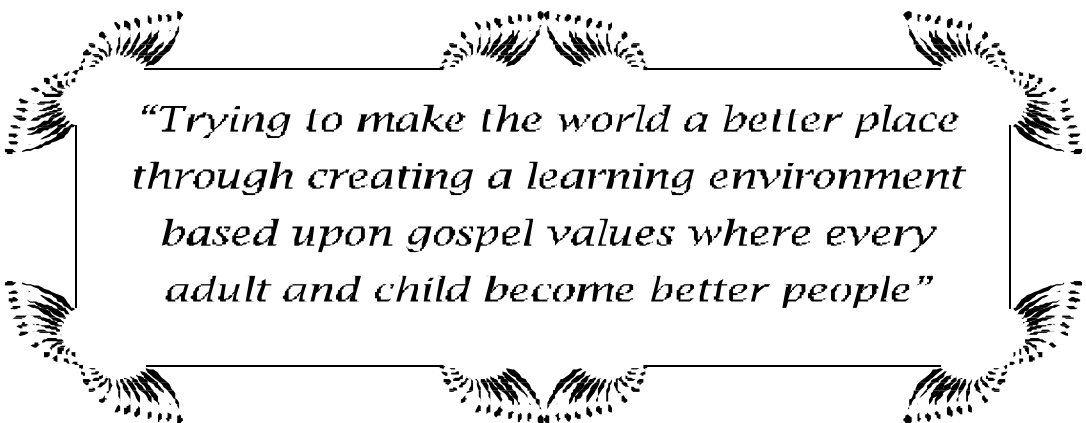


**HOLY FAMILY CATHOLIC SCHOOL  
DIOCESE OF NORTHAMPTON**



*“Trying to make the world a better place through creating a learning environment based upon gospel values where every adult and child become better people”*

## **BEHAVIOUR MANAGEMENT POLICY**

Children in Holy Family School are generally caring, polite, independent and helpful. This does not happen by accident: they are taught this from the start, and such behaviour is recognised as the norm and, therefore, is to be expected. It is essential that adults and children have a shared understanding of expectation and responsibility.

### **CHILDREN WILL BE TAUGHT TO:**

- address all adults by their correct names
- take a pride in their appearance and dress neatly at all times
- present work as agreed
- speak clearly and coherently
- walk when inside the building
- address visitors correctly and take an interest in them
- listen
- be well-mannered
- recognise need in others and respond appropriately
- take a pride in the whole school building and grounds.

When inside the building children must be supervised at all times by an appropriate adult.

It is recognised that, in the majority of cases, children will be as well behaved and as well mannered as adults expect them to be and as the prevailing culture dictates. In Holy Family School, we set out to ‘catch them being good’ and employ a positive approach to behaviour. We apply ‘loud praise, quiet reprimand’, drawing attention to good behaviour, manners, etc. and discreetly (unless there is a pre-determined reason for publicity) deal with inappropriate behaviour so as to:

- ✓ preserve the dignity of the child,
- ✓ give her/him an accessible route back on track and
- ✓ prevent other pupils being deprived of more of the adult’s time than is absolutely avoidable.

### **OUR APPROACH TO BEHAVIOUR MANAGEMENT**

It is not within the spirit of our Aims, Values and Beliefs that we allow children to acquire a bad reputation. We must ensure that we do not gossip about children and that we make every attempt to create a positive impression of each child within our care. This is not to imply that we are anything less than truthful about a child, rather that we seek at all times to identify/celebrate their talents and good points while we continue to address with them (and sometimes their parents, sometimes their class) areas for improvement. Neither does it mean that we have to struggle alone with a child whose behaviour we find too challenging to deal with. There is a wealth of experience and expertise among the staff and there are external agencies from which we can draw support on a more formal basis. There are a few children whose personal circumstances or backgrounds will require us to

employ a different approach to managing their behaviour, but we do not allow their difficulties to be an excuse for unacceptable actions or responses and we do not ignore such behaviour or let it go unchecked. Other children need to get the message that what is unacceptable within the culture of the school is unacceptable from all children.

Considering the number of children on the playground at any one time, there are relatively few – and mostly minor – incidents. Nevertheless, we need to be clear about what to do when certain behaviour comes to our attention and, for this purpose, we identify some appropriate common strategies for behaviour management. We may not have a ‘sanction’ for every misdemeanour and, often, we will need to use our instincts in deciding an appropriate course of action. In all our interactions with children we must remember that we have to provide good role models for them to emulate – and, most of the time, we are it! We reassure the offending child that it is their behaviour that we are disappointed with, although we continue to care very much for them. The resolution of any incident demonstrates to those involved a clear sense of reconciliation and closure: a new beginning is offered to the child as well as an opportunity to make amends.

### **How we address each other**

Staff call children by their proper name, i.e. Robert, Hannah, and pupils are expected to call adults by their proper name, i.e. Mrs. Blount, Mr. Bolger. Teaching assistants and office staff are addressed in the same way as teachers and other adults in school.

### **Behaviour/classroom management**

This is the responsibility of the teacher/adult in charge. There is the expectation in all areas of school and in all age groups that when teacher says ‘Stop’, pupils do so, ready to listen. There should be little, if any, need for other strategies to effect this command. It may be useful in the earlier years or when a new school year begins to spend some time rehearsing what the command ‘Stop’ means and what it ‘looks’/‘feels’ like. Pupils immediately – and with due regard for health and safety - stop what they are doing and look at the teacher, ready to listen for instructions, etc. While noise levels should be appropriate to the nature of the activity, we generally accept that a ‘cacophony’ of noise can be disruptive to learning for the majority of children. We aim to achieve a creative ‘hum’ within the classroom, where the needs of all learners can be addressed and the teacher can make interventions with ease. We do not shout at children. Where individuals cause disruption to the smooth working of the classroom, the teacher will apply a variety of strategies to effect good working practice.

### **Behaviour/school-wide management:**

Good behaviour both inside and outside the school building is the responsibility of all staff and each one of us must correct anything that is unacceptable.

### **Dealing with behaviour issues, particularly those that occur on the playground:**

We first ask what happened and give the child a chance to speak. We listen to all sides of the story. Whatever steps we take are designed to be rehabilitative. It is not acceptable under any circumstances, legally or professionally, to put a child outside the classroom.

Issues	Sanctions
Lack of courtesy/failure to respond to request from TA/teacher/other adult helper.	Refer to Class teacher first, who will decide whether to deal with personally or serious enough to send to Deputy Head. Class teacher or D/H will initiate appropriate sanctions ... word/letter of apology, etc.
When youngest children tell tales about others, often ‘S/he won’t play with me’. (Bear in mind that sometimes it is the ‘teller’ who has the issue.)	Adult treats respectfully, reassures that they will keep an eye on what’s happening and deal further with issue if it continues, e.g. send for ‘offender’ and have a word ... Perhaps a need to refer to Class teacher re. the ‘teller’
Aggressive behaviour, bad language	Initially, will require a reminder about decent behaviour and inappropriateness of bad language. Although dealt with by adult on duty, Class teacher should be made aware of ‘offender’ and victim and monitoring of future behaviour carried out. Reparation/apology to victim should be addressed immediately.

Reprimand and make sit out for a short period to calm down and reflect; make Class teacher aware so that she can follow up with parents possible reason for aggression; teacher continues to monitor.

A serious incident of violent behaviour or continuing unacceptable language, usually outside of classroom situation.

Report to Deputy Head who will instigate loss of part of break and some form of community service. Deputy Head will inform Class teacher and further action discussed. Deputy Head will take persistent offenders to Headteacher, who may deem it appropriate to contact parents.

Poor behaviour in line/lining up

Refer to Class teacher who will initiate sanction appropriate to individual, to include apology to adult who had to spend time dealing with issue.

Refusal to do as adult asks

Refer immediately to Head.

Bullying

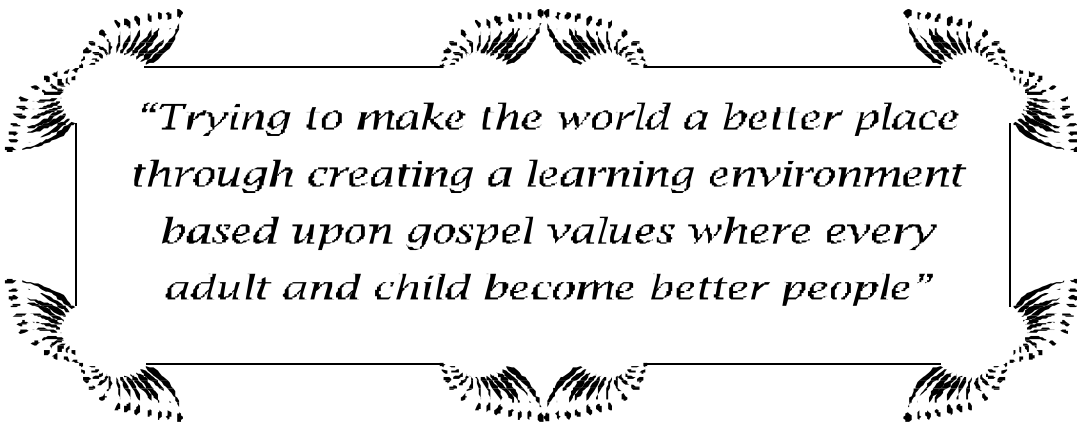
Refer to Class teacher initially, who may feel it necessary to refer to D/H or Headteacher. Some children may need help with coping issues, which will need dealing with by Class teacher. Repeat offences are notified to Head, who may inform parents. Parents are expected to support the school in helping the offender to desist from this kind of behaviour. They will be asked to support sanctions imposed by the school and to spend time helping their child to understand the gravity of their actions.

Racist/sexist remarks

Take immediately to Headteacher (or Deputy Head in Head's absence) who will record incident and may decide to contact parents; elicit apology from offender to victim, with further follow up reparation as deemed appropriate by Headteacher.

The Class teacher may wish to discuss persistent behaviour issues with their area leader. Whilst there will be occasions requiring the intervention of the Head, it is important to remember that she is not to be constantly used as a threat; rather, the Head is there to encourage and praise, recognising and celebrating achievement and success, both academic and social.

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## **ANTI-BULLYING POLICY**

It is perhaps helpful to begin by defining what bullying is: it is “the use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others.” (‘Bully Off’ by Kevin Brown). There are other definitions which all amount to the same meaning: bullying is when a stronger, more powerful person, or persons, deliberately hurts or frightens a smaller or weaker person. It can take various forms: physical, verbal, emotional intimidation, racist and sexual taunts. It is often defined as repeated acts of aggression, which we do not accept. If a single act of bullying takes place it is essential that we take action to stop it.

Strong people do not bully, yet bullying is done as much by adults as by children. It is aggressive and not an inherent part of human nature: it is learned behaviour that can be unlearned. It will not go away by ignoring it. It is something to do with everyone. Moaning about it will not achieve anything and maybe that is why some situations fail to improve.

Bullying can often happen without young children being aware they are doing it and, as such, becomes part of the educational process for everyone in increasing individuals’ awareness of themselves in relation to others. Bullying is part of wider relationships and cannot be seen or dealt with in isolation.

Every adult in school has a responsibility to be vigilant in observing relationships and children’s mental state.

### **Parents**

Our Aims, Values and Beliefs are explained to new parents on their introduction to school and throughout their time with us we repeatedly illustrate how they are the basis for all relationships and for any conflict resolution. These Gospel values are the basis of every interaction.

New parents are also requested to ‘complain’, to encourage a culture where parents feel happy to report any anxieties to the school. Parents are informed that it is their responsibility to ensure their child’s education works and they must let school know about any worries as soon as possible.

Parents are also regularly informed that the school expects to work in partnership with them to resolve any unpleasantness and to help educate children about how to live in harmony and respect for one other.

As adults who play a crucial part in the Christian upbringing of our children, we are each expected to model behaviour that reflects our stated Gospel values.

### **Teachers**

The relationship between staff and children should be characterised by mutual respect and trust so that the children feel able to tell teachers if they are being bullied or if they witness bullying.

Teachers should be mindful of the fact that children sometimes model their behaviour on the behaviour of adults they admire. They should therefore be careful to avoid engaging in bullying themselves. Emphasis should be placed on praising good behaviour rather than on the use of sanctions and there should be positive expectations of pupil behaviour.

As part of our professional responsibilities we must be sensitive when observing children and assessing how they relate to others. Any issues should be resolved between the teacher and the child but staff should recognise a professional trust between themselves and the school to inform others where they feel this to be appropriate. All staff will be supported to find the best solution for any child experiencing difficulty.

Bullying should never be tolerated and action should always be taken immediately. Every incident should be dealt with in accordance with our Aims, Beliefs and Values and dignity and respect accorded to individuals in a climate of justice and fairness. We should always find out details before reaching conclusions.

Children will have 'one off' confrontations, which need not necessarily be equated with bullying but should raise sensitivity to individuals' behaviour.

Opportunities should be made through assemblies, lessons or pupil attitude surveys to allow children the chance to inform school about any such worries and to participate in forming school policy about behaviour.

### **Playground**

Teaching Assistants are instructed to report any concerns to the appropriate person regarding playground behaviour. These will always be acted upon.

Teaching Assistants are expected to be vigilant regarding such issues on the playground.

Children are encouraged through lessons and assemblies to 'tell' an adult if they feel that bullying is occurring during break times.

### **Resolution**

If the teacher can deal with the incident immediately and satisfactorily this is appropriate. Colleague, Head or Deputy must be informed as appropriate.

The Head or Deputy must be informed if a child is thought to be victim or perpetrator of behaviour of a bullying nature.

Opportunities should be made to discuss issues with the whole class and will always be part of our PSHCE and Religious Education programmes.

We should be 'inclusive' at all times and must not 'reject' the child. It is the *behaviour* that warrants rejection, *not* the child.

Where appropriate the Head will discuss the matter with parents. The matter will be pursued until resolution. Any sanctions will be discussed with teachers and all incidents of bullying and follow-up actions will be recorded as appropriate.

### **Sanctions**

- Incidents are to be reported to the Head (Deputy if Head not available) immediately.
- We listen to victims', witness', perpetrators' version of events, individually, in order to establish what happened.
- If a child has bullied another, (s)he must apologise and demonstrate a certain empathy and understanding of what the victim has been subjected to and how (s)he is feeling. The apology can be verbal or written.
- The perpetrator will be expected to make amends for the unacceptable behaviour, for example, (s)he may be required to spend ½ hour daily for a week doing jobs for staff in school; anything damaged or destroyed must be repaired/replaced; any money/property taken will be paid back/replaced.
- Time out will be an appropriate consequence for some children, generally spent in Reception area in consultation with the class teacher.
- The perpetrator may be required to write a letter home explaining what (s)he has done.

- There will be a zero tolerance approach to behaviour of a bullying nature. Parents may be notified and asked to meet the Head and/or Deputy to discuss the issues, in the child's presence, as appropriate.
- Future behaviour will be closely monitored and may be recorded.
- A further appearance in the Head's office for repeated bullying will affect parents being asked to come in immediately to establish that all understand that a serious undertaking, in writing, must now be made by parents and child to ensure the child's continued attendance at our school.
- If no such agreement can be reached after all evidence has been presented, parents may be asked to take their child home until such time as these conditions are accepted and undertaken.

### **Conclusion**

We all want Holy Family School to be a place where adults and children are free to learn and be without fear. Although the school is generally orderly, we must always be vigilant and concerned for the safety and security of all our children.

For some children it will take many years of love and education before they are able to completely internalise the need to be sensitive and kind to all. We work as a whole school through many years of professional and Christian concern to improve behaviour. This means staff increase their understanding and knowledge of how to deal with a variety of issues and children and such development should be central to the improvement of all.

September 2009