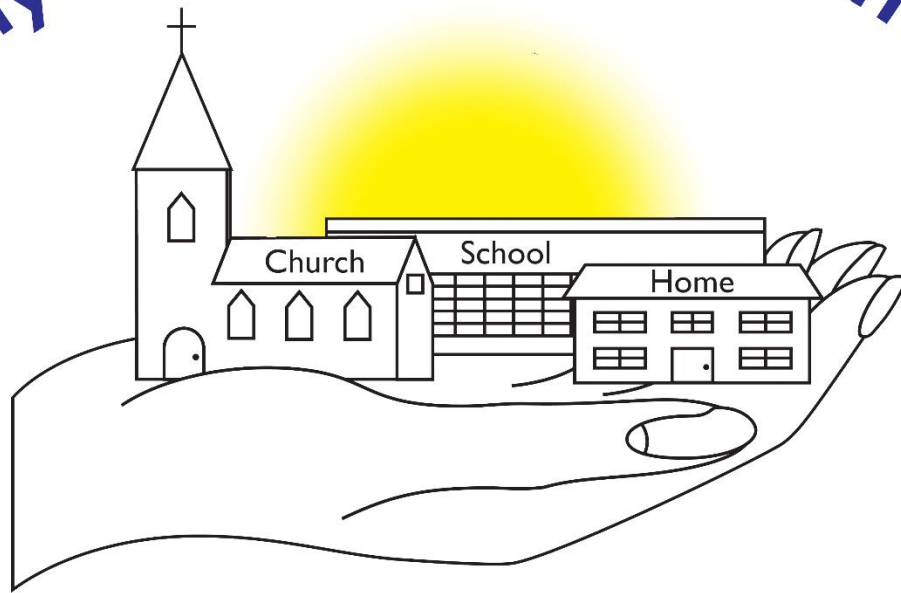


Holy Family Catholic School



BEHAVIOUR POLICY

"Trying to make the world a better place, through creating a learning environment based on Gospel values, where all adults and children become better people."

Holy Family School Mission Statement

October 2025

Aims

The aim of this policy is to inform a fair and consistent approach to promoting the highest expectations for social and learning behaviour among pupils and staff so that respect and courtesy are the norm and all children feel safe at all times.

We believe that children enjoy success, and become more effective learners once their image of themselves is positive and good.

Introduction

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
- prevent other pupils being deprived of more of the adult's time than is absolutely necessary

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. All adults in school must use positive language to reinforce the expected behaviours instead of focusing on the negative. Eg. 'Walk in the corridor – thank you,' rather than 'Don't run in the corridor.' Disapproval must be directed at the behaviour not the child.

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

Every class begins the Advent term by agreeing a Class Charter. The Class Charter is a set of rules that they all agree to adhere to ensuring everyone in the class feels safe and works cooperatively together.

It is also essential that, each September, teachers quickly establish routines and expectations whilst modelling the behaviours we seek to promote.

All members of staff are expected to operate within the framework the policy provides at all times, regardless of their position and experience; consistency is essential in managing behaviour for learning successfully.

Some aspects of our approach to maintaining positive behaviour and esteeming learners are school wide whereas others are specific to different age groups.

Whole school approaches include:

Emotional Coaching

All staff have been trained in the use of emotional coaching with children. Emotion coaching is a technique designed to help children understand and manage their emotions effectively. This approach promotes emotional intelligence, resilience, and positive behaviour, which are key for a child's long-term mental health and social skills. Its core principles include: recognising and validating emotions, and offering empathy whilst also placing boundaries in place. We aim to teach children that, while all emotions are valid, not all behaviours are appropriate. Emotion coaching includes setting clear limits on behaviours associated with certain emotions. For example, feeling angry is okay, but hitting is unacceptable. Emotional Coaching teaches children to understand and manage their emotions constructively, improving their ability to handle stress, solve problems, choose appropriate behaviour and build healthy relationships. (Appendix 1)

Philosophy for Children (P4C)

Children are taught to think and reflect on their opinions through weekly P4C lessons. The enquiry based approach promotes collaborative working and leads children to listen to others, reason, reconsider their views and disagree with each other in a polite and respectful manner. Children begin P4C in nursery which is often based around well-known stories and enquiries become more relevant to children's experiences as they move through the school. This is an established and valuable part of our school curriculum which contributes to children's well-being.

Loud and frequent praise builds self-esteem

All staff must seek out opportunities to build children's self-esteem by praising individuals, groups and whole classes. Recognition and approval from teachers and parents motivates children. Praise should be descriptive, genuine and brief. Adults should not overpraise using words like brilliant, fantastic or wonderful but use simple discreet praise eg. you went straight to your table and started your work. In addition to building self-esteem, this style of praise also restates the behaviour you wish to see more of and acts as a cue/reminder to anyone who is not doing as expected. (Appendix 2)

You cannot teach self-esteem. You can esteem the learner, you can provide 'esteeming' experiences and you can equip the learner with tools to reframe their experiences more positively. Those are the limits of your influence.

Star of the week

At some point during the year each child in Reception to Year 4 will be 'Star of the week'. This is an opportunity for the child's teacher and classmates to praise them specifically. Praise is often linked to our Learning Characters such as confidence, resilience and independence, the traits we seek to develop in our children. In some classes, children bring home a trophy, others a certificate and some classes make cards.

Assertiveness

When necessary, adults working in school must adopt an assertive approach which includes using body language and tone of voice to convey our self-belief that children will do as we ask. We stand up tall, establish good eye contact and firmly state what we want the child to do differently and fully expect them to do it. If they do not respond we use the language of choices. (Appendix 3)

Some aspects of our behaviour policy differ depending on the age and needs of the child:

Early Years Foundation Stage (EYFS)

Our youngest children, aged 3 or 4 in Nursery and aged 4 or 5 in Reception, arrive at school with very different life experiences and levels of maturity. During these first two years, they are often learning to share, to co-operate and to form new relationships. Our EYFS staff are very skilled at building self-esteem and teaching children the expected behaviours in a positive way.

Nursery staff are extremely vigilant and where possible pre-empt situations and intervene at the earliest opportunity to ensure everyone's safety and happiness is maintained. Most interactions between staff and children are said with a smile which the vast majority of children respond to. Occasionally, it may be necessary to ask a nursery child to sit in the 'Sad Face' spot if they have behaved in such a way that hurt someone physically or with words. Similar to the rest of school, staff use the language of choices to reinforce self-regulation and responsibility for one's actions.

Nursery and Reception staff use a visual chart called 'Rainbow of Rewards' as a positive incentive. Every child's photograph starts on the cloud and children earn their way through the colours of the rainbow until they reach the top. Children are praised when they reach the top and are then moved back to the cloud to start again. In addition to this, each child has five smiley faces attached to their photo which can be found on the inside of the teachers' cupboard door. If children do not follow adults instructions or hurt someone physically or verbally staff decide whether to use the 'Sad Face' spot, keep a child in for part of their break time to talk about the impact of their actions and how they might act differently in a similar situation in the future, whether it is appropriate to speak to parents or to turn a smiley face into a frown which indicates the child misses 5 minutes of Golden Time. If children lose Golden Time in Reception they sit silently in the classroom while their friends play. EYFS children who always meet behaviour expectations receive a termly certificate of recognition.

Key Stage 1 and Key Stage 2

Marbles in a jar

Children can earn marbles for good behaviour, good work and for concentrating during lessons. Once the class jar is full the whole class receives a reward. At the beginning of each

new term it is the teachers' responsibility to ensure the jar is filled quickly and a good reward is earned eg. 15 minutes extra play on the adventure playground. As the term goes on the rewards can become smaller and become things that the teacher might do anyway eg. read an extra chapter of the class novel.

Marbles can be earned by individuals, groups and whole classes. Marbles cannot be taken away and every child in the class must receive the reward fostering belonging and collective responsibility.

Track It Lights

This is a behaviour tracking system that integrates with SIMS and CPOMS. The app can appear as a management tool bar down the right-hand side of the board which can be used to engage pupils or more discreetly, depending on how teachers prefer to work. Staff click a pupil's name, click a traffic light and click a behaviour icon. It is used in the classroom for rewards (typically for enthusiastic participation, an act of kindness, concentration etc.), loss of Golden Minutes and step sanctions. It gives leaders the ability to efficiently monitor and analyse behaviours school wide. Certificates are awarded half-termly to those children who receive an agreed number of TrackIt Lights – 50 for bronze, and then increments of 100 for silver, gold, etc.) (Appendix 4)

Behaviour Steps

The Behaviour Steps outline unacceptable behaviours and provide all staff with a graduated response depending on the seriousness of the unacceptable behaviour. The steps ensure children are treated equitably across the school and are used from Year 1 upwards. Every Monday children start the week with 25 minutes of Golden Time; this is a period of free choice, timetabled every Friday, when children may play board games or, in the summer, choose to play outside. Low level disruptive behaviour (Step 1) results in children losing some minutes of Golden Time if they do not stop the behaviour on receiving a warning from an adult. The steps outline the most common behaviours seen in school and increase in seriousness from Step 1 to Step 5, however, they are not exhaustive and staff should seek advice from school leaders if they are unsure how to deal with any unacceptable behaviour.

The recording of lost minutes, Step 2 and Step 3 sanctions provides a rigorous and robust tracking system. Adults are expected to record names of children involved so that patterns can be identified and support provided to assist children who may need to modify their behaviours to ensure a more positive school experience and that they are well prepared for secondary school. If any child receives four Step 2s in a week, a standard Step 3 letter will be sent to parents.

The Behaviour Steps work not because of the severity, but because of the certainty of the consequence.

If children receive a Step 2 consequence they should miss a few minutes of play time supervised by their class teacher. This often involves completing a Think Sheet after discussion and considering how they could respond differently to a similar situation in the future. Adults use a restorative approach eg. What happened? How did you feel? How do

you feel now? What do you need to do to make sure it doesn't happen again? What can I do to help you? The above approach requires the adult to really listen to the child and tune in to how the child is feeling.

Following consultation with parents, it was agreed that parents would be informed of certain Step 2 behaviours. If children swear, or behave in such a way that is dangerous, parents will be informed by the class teacher.

If children receive a Step 3 consequence they will lose 20 minutes of their lunch time through attending detention (Monday, Wednesday or Friday) supervised by a member of the school leadership team and a standard Step 3 letter will be sent home to parents. Timely detentions provide school leaders with an opportunity to discuss misdemeanours and reinforce the expected behaviours. It also shows other children that school leaders are serious about following-up poor behaviour. It is recognised that children diagnosed with autistic spectrum disorder (ASD) need to complete detentions the day they are received, therefore, they may be asked to complete a detention individually.

If three Step 3 letters are sent in any half term then individual behaviour targets must be set and a Daily Report must be created the class teacher. The Special Needs Co-ordinator must be given a copy of the Daily Report and the headteacher must be informed. Individual behaviour targets must be set in a meeting with the child, parents and the teacher and rewards agreed if the targets are achieved. There should be a weekly meeting between the child, parents and the teacher for a period of six weeks. The success of Daily Report is assessed and it may be stopped if targets are achieved or the teacher may request support from the headteacher, Special Needs Co-ordinator or Slough Emotional and Behavioural Difficulties Outreach Service (SEBDOS), and/or other agencies, if targets have not been met. Occasionally, teachers may decide it is appropriate to extend the Daily Report for a few weeks longer, however, it should not be continued for more than one term.

If staff witness behaviours described in Step 4 and Step 5 of the Behaviour Steps a Serious Incident Report Form must be completed and the headteacher must be informed.

Staff are aware that sanctions and rewards are external motivators and we should be aiming for internal motivators. When a consequence is quickly imposed by a teacher it can take away the need for the child to face the issue, address their behaviour, make choices and take personal responsibility for their actions. The most important part of the Step 2 and 3 consequences are, therefore, the time spent talking with adults when we explain, reason, discuss, persuade and help the child see the effects of their behaviour on themselves and others.

Comments that are racist, homophobic or relate to physical disabilities are recorded in a log book held by the head teacher. The number of racist comments made is reported to the local authority and the DFE via annual census.

Teachers will inform parents how many Step 2s and/or Step 3s their child has received as necessary. However, if a teacher has concerns regarding any child's behaviour parents should be informed at the earliest opportunity and teachers should not wait until Parents' Evenings to inform parents. (Appendix 5)

Pastoral Support

Staff offer informal and formal pastoral support. We have a full-time emotional literacy support assistant (ELSA) who is also our Children and Staff Mental Health Champion. Our primary first-aider is also trained in emotional first aid. The Headteacher is the Senior Mental Health Lead, and all staff are trained in Emotional Coaching. Children are screened annually at the beginning of the academic year to assess their emotional well-being. This often identifies children who would benefit from 1:1 emotional coaching to build their self-esteem or small group social skills for example. Annually, we train a willing group of Year 5 children to be our peer mentors and peer ambassadors. At times we have nurture provision for children who require it and if children have a need for more specialist support parents have access to Slough Borough Council mental health support team (MHST).

Recognition of good behaviour

If children in Y1-Y6 lose zero golden minutes during any term they receive a bronze certificate. If they lose zero golden minutes over two terms they receive a silver certificate and a gold certificate recognises loss of no golden minutes during the whole school year.

In addition to the above, any child who receives zero Step 2s or Step 3s in any term is awarded a Behaviour Award Certificate.

As some children with emotional and behavioural difficulties will not achieve recognition through the above certificates, praise awards recognise their success in improving their behaviour. Behaviour Praise Awards are small certificates that every teacher awards to children who improve their behaviour. Certificates are taken home and parents should celebrate with the child and ask them what behaviours led to them receiving a 'Praise Award'.

Children in EYFS receive termly certificates for good behaviour.

Deputy headteacher's awards are given to individual children who do so well that an immediate award is needed. This may be for really special work or for excellent behaviour above and beyond normal expectations, or a child achieving their personal best.

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

As soon as possible after the incident, we ask what happened and give the child a chance to speak and explain. We listen to all sides of the story, preferably individually following the three-step emotional coaching approach. Whatever steps we take are designed to be rehabilitative. It is not acceptable under any circumstances to humiliate a child.

Preventing bullying behaviour and child-on-child abuse

The Behaviour Steps system ensures we have a rigorous tracking system. This allows us to identify children with challenging behaviour and those who may be vulnerable to bullying behaviour. If children fall into either category they are highlighted to all teachers and teaching assistants at weekly briefings. This enables close monitoring of potential bullying

behaviour such that it can be stopped swiftly. (See Anti-bullying policy and Behaviour Steps for more information)

Safeguarding pupils with SEN

Each child is a unique individual, and we recognise that some of our children with SEND can experience greater challenges in forming age-appropriate relationships and peer friendships. Each child with SEND is considered in relation to their ability to form secure peer relationships as, without this, they may become isolated or be vulnerable to a greater or lesser extent. Children who are considered vulnerable at different times throughout their schooling, especially those facing transitions, are highlighted to all staff who supervise playtimes at our weekly briefings. It is the responsibility of every member of staff to report any concerns in relation to children with SEND to the SENDCo.

De-escalation and the Language of Choice

Staff are skilled at diffusing high levels of anxiety and angry outbursts. (Although rare at our school, with 450 children they do happen occasionally.) Staff do this by intervening at the earliest opportunity, not taking insults personally, remaining calm and in control, staying quiet to allow take up time, using humour or distraction, offering reassurance or a listening ear and using emotional coaching steps, the language of choices and/or consequences.

On the rare occasion that children do not follow adults' instructions adults may use the language of choice. There are two ways to use this; one offers real choices and the other delivers the certainty of a consequence. An example of real choices might be: You can complete the work now with support from Miss Behave or by yourself at break time (either way the work will be completed which is the necessary outcome). An example of consequences might be: Do not bounce that ball again or you will be given a Step 2 for not following my instructions. Both approaches give the child the responsibility and develop self-regulation.

The remainder of this policy applies to all ages of children.

Senior Leadership Team Call Out

In every class there is a piece of red card with the class teachers name on. If the adult in that class needs help with any situation they send a child to the main office area with the red card and a member of the senior leadership team will respond immediately. Seeking help is a sign of professional strength. If any child displays high levels of anxiety and refuses to accept calming techniques offered by staff, help must be sought at the earliest opportunity.

Behaviours that challenge

People are different and it is not only those children who have a diagnosis who exhibit challenging behaviour. Some of our young people have behavioural, emotional or social difficulties and often parents are the experts in managing their children to achieve the best

outcome. Working closely with parents, therefore, is often the key to successful management of challenging behaviours seen in school.

We begin from the premise that all behaviour is a communication and we must work out what the child is trying to communicate so the root cause can be addressed.

Two school staff trained in Drawing and Talking Therapy work with children who exhibit challenging behaviour to identify the root cause and what children are trying to communicate. This has proved to be very effective and may lead to further support for children and/or families.

If six weeks of Daily Report and weekly meetings between the parents, child and teacher have not secured sufficiently improved behaviour the next response would be for the pupil to join the Behaviour Register and all adults involved with the child would devise an Individual Behaviour Plan after considering the behaviour incidents recorded on CPOMS. The lead professional may be a member of the senior leadership team or a member of the Social Emotional Behaviour Difficulties Outreach Service (SEBDOS) team.

Where children exhibit challenging behaviour at home as well as in school we have access to Family Support Workers and the School Nurse Service who can visit families at home and suggest strategies to assist parents in managing challenging behaviour and establishing better routines at home.

If six weeks of working towards an Individual Behaviour Plan have not secured sufficiently improved behaviour the next response would be for the headteacher or Special Needs Co-ordinator to complete an Early Help Form (This form is the same as the Multi-agency referral form avoiding unnecessary duplication of information and providing a smooth transition across levels of need for children and families) with the family to present to Slough's Inclusion Panel. The Inclusion Panel meets on the first Tuesday of every month to assess the level of support needed across all Slough schools. The aim of the panel is to prevent exclusion by suggesting strategies of how the school might better meet the needs of a child with continuing disruptive behaviour.

Physical Handling and other physical contact

Six school staff have received Team Teach training, which means they have been taught de-escalation strategies and safe methods of restraint. Restraint may only be used if a child is acting in a manner that is unsafe, they are likely to hurt themselves or others, or they are damaging property or preventing good order and discipline in the classroom. Staff must always consider de-escalation strategies, the language of choice and seek help from other staff and senior leaders before handling a pupil as this often makes the situation worse. If children regularly act in an unsafe manner a Physical Handling Plan must be written in conjunction with parents.

We are not a 'no-touching' school. Due to the age of our children and the need of comfort and reassurance staff may hold a child's hand, receive a hug from a child briefly or put a

hand on their shoulder to indicate proximity to the child. It is expected that any physical contact would occur in full view of colleagues and other pupils.

Significant harm

If continuing disruptive behaviour continues staff must consider whether a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff must follow the schools' Safeguarding policy.

Searching and confiscation

School staff may search children's belongings for prohibited items. Prohibited items include knives and weapons, stolen items, anything that has been or is likely to be used to cause personal injury or damage to property and any item banned by the school rules such as electronic devices. Confiscated items may be retained or disposed of, depending on the item and circumstances. In most cases confiscated items would be returned to parents, and stolen items returned to the owner, at the earliest opportunity. Although this has never happened at Holy Family School, if dangerous knives or weapons were confiscated they would be handed to the police.

Pupils conduct outside the school gates

Teachers may discipline pupils for non-criminal bad behaviour and bullying which occurs off the school premises which is witnessed by a staff member or reported to the school. Teachers may discipline pupils for misbehaviour when the pupil is taking part in any school organised activity, travelling to or from school, wearing school uniform or identifiable as a pupil at Holy Family School. The headteacher may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that could have repercussions on the orderly running of the school, poses a threat to another pupil, member of staff or member of the public or could adversely affect the reputation of the school.

It is expected, however, that parents adequately supervise the activities of primary age pupils when children are not the responsibility of school staff and, if misbehaviour occurs at organised events, then the adults in charge of the event or the parent are responsible for disciplining the child.

Parents are strongly and repeatedly advised not to allow primary age children to have unsupervised access to social media. This provides an unnecessary route of bullying which can expose children to inappropriate language for their age and have a negative impact on children's wellbeing. We expect that, at primary age, parents are regularly checking their child's phone and/or other devices to check their online behaviour and ensure their safety. If online bullying or inappropriate behaviour involving Holy Family children is brought to school's attention, staff will deal with this in line with our behaviour policy, despite the incident taking place outside of school hours.

Accusations against school staff and pastoral care for school staff

Any allegation made by a pupil about a member of staff's misconduct would be fully investigated by the headteacher. If an allegation is made against the headteacher then the

Chair of the Local Academy Committee (LAC) would investigate. The headteacher or Chair of the LAC should discuss the allegation with the LADO (Local Authority Designated Officer) and agree a course of action and a quick resolution. Priorities include protecting the child and supporting the member of staff who is subject to an allegation. To minimise the stress inherent in the allegation process, all other options must be considered before suspending a member of staff. The individual should be advised to contact their union, a colleague or welfare counselling. (This is available at any time for all staff.)

Due to the seriousness and potential distress caused by malicious accusations a pupil would receive sanctions in line with Steps 3, 4 or 5 of our Behaviour Steps. The nature and extent of the accusation would determine the exact disciplinary action.

Suspensions and permanent exclusions

The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year and may also exclude a pupil permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. The headteacher must inform the local authority and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the suspension/exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the LAC. The school informs the parents how to make any such an appeal. A committee, made up of between three and five governors, considers any suspension/exclusion appeals on behalf of the LAC. When an appeal panel meets to consider suspension/exclusion, they consider the circumstances in which the pupil was suspended/excluded, consider any representations by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the headteacher must comply with this ruling. The governing body itself cannot either suspend/exclude a pupil or extend the suspension period made by the headteacher.

After every fixed-term exclusion the child and parents must attend a re-integration meeting with the headteacher so the child can be welcomed back and reminded of expected behaviours.

A less extreme form of exclusion may also be considered: internal exclusion (often called seclusion). This may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. There will always be a member of staff responsible for the child during internal exclusion, work will set by the class teacher and provision for lunch and breaks made. School staff must inform parents but do not need to report this to the Local Authority.

School Trips

Prior to all school trips teachers carry out risk assessments regarding the specific venue and the group of children they plan to take. Children will only be excluded from school trips if their participation would jeopardise their health and safety or that of other pupils or staff.

For example: if children leave the classroom without permission or run away from staff it may be unsafe to take them on certain school trips.

If parents accompany school staff on trips they must be familiar with the school behaviour policy and use positive language, praise and sanctions as outlined in this policy if asked to do so by the teacher responsible.

Generally, children are very well-behaved on school trips and comments from hosts and parent helpers are overwhelmingly positive.

Parents' responsibility

On joining our school all families' are invited to induction and sign a Home-School Partnership Agreement which states parents will model good behaviour in and around school and support the school in helping their child understand behaviour expectations. This might include explaining every child is responsible for their own actions and makes decisions which lead to inevitable consequences, some good and some undesirable.

The most important lesson children need to learn during the 'terrible twos' is that no means no. If children arrive at nursery or school and they have been taught no means 'maybe' or no means 'yes, if their tantrum lasts long enough', then our job at school is much harder. These tantrums are called unregulated behaviour, periods when children momentarily lose control to get their own way. If children do not learn to regulate their behaviour prior to starting school they must learn whilst at school. This need often becomes noticeable as children move from the play-based EYFS curriculum into the more structured learning in KS1 when our expectations that children sit, listen and concentrate for longer periods increases. The earlier problems are identified the less intervention is needed and the most successful outcome is achieved. Prior to the age of five, parents can access support via Children's Centres and Health Visitors; EYFS staff may suggest some parents seek support available.

Parents are expected to cooperate with school staff and outside agencies in an open and honest partnership and be willing to modify routines and strategies used to manage their child's behaviour at home if it is recommended by professionals. Family Support Workers and the School Nurse Service can help with establishing good routines around sleep, eating and promoting more positive behaviours through helping children understand the emotions they are feeling.

It is really helpful if parents celebrate even small improvements in children's behaviour and children begin to enjoy receiving attention for their good behaviour. 'Have you filled a bucket today?' by Carol McCloud is an excellent picture book suitable to read with all primary age children. It demonstrates the important role we all play in building each other's self-esteem.

Promoting appropriate levels of independence is also important eg. selecting the appropriate socks from their drawer rather than having uniform laid out for them, brushing their own hair and packing their own school bags.

Parents are responsible for supervising their own children at the beginning and end of the school day. In the interests of everyone's safety children are not expected to cycle or scoot once inside the school gates. Children must not play on the large play equipment or trim trail unless supervised by a member of staff. There are various walls around school and children must not stand or walk along these. Parents are respectfully reminded to supervise their own school age and pre-school children closely.

Parents are strongly and repeatedly advised not to allow primary age children to have unsupervised access to social media and online games with chat functions. These provide an unnecessary route of bullying which can expose children to inappropriate language for their age and have a negative impact on children's wellbeing.

Expectations of Parental Behaviour

Whilst on site, representing school or in close proximity to school it is expected parents will set excellent examples to our children modelling the gospel values.

If parents have any concerns regarding the behaviour of their own child or another pupil they should discuss these concerns with school staff in the first instance. To ensure that every child feels safe within our school grounds parents must never approach a child, other than their own, to question or chastise them. Parents are also advised not to approach other parents regarding issues between children; it is the role of staff to help children resolve problems once they are aware of any issues.

Parents are expected to respond to requests made by school staff at events and performances.

Last word

Outstanding behaviour management is not simply a question of following the policy but rests on the ability of staff to invest in developing secure and respectful relationships. By being a trusted adult staff are more likely to be able to establish what children are trying to communicate through their behaviour. Good educators manage the behaviour of the majority of children most of the time.