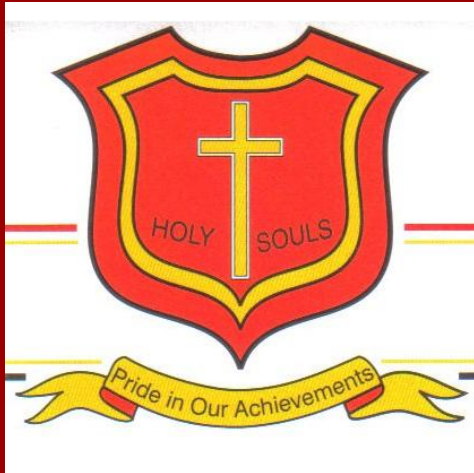


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Behaviour Management Policy

Date Agreed by Governors: 11th December 2025

Governor Review Date: Autumn 2026



Policy for Behaviour Management

Introduction

This document is a statement of the school's Behaviour Management policy.

It was developed during the Summer term of 2022, through a process of consultation with Staff and Governors. It was reviewed in the Autumn term 2024.

The successful delivery of an effective education policy must involve consideration of the climate in which the policy is presented. Essential to this desired climate is a structured policy on Behaviour Management, which must be shared, understood and practised by all parties involved in the education of the children at Holy Souls School and by the children themselves. Governors, parents, children and staff must all be aware of all rules and practices within which our school functions.

Mission Statement

"To love one another as I have loved you," is at the heart of our Mission Statement. We aim to develop and nurture the whole person supported by the love of God. Central to this process is the opportunity for adults and children to form relationships that are based on trust, integrity, love and concern. In our Mission Statement we highlight the need to respect everyone within our school community and to follow the example of Jesus by showing love of one another, regardless of their sex, race, abilities or beliefs. At Holy Souls we seek to develop a caring and orderly environment in which individual self-esteem, self-discipline and respect for property is promoted in all aspects of the curriculum.

A policy on Behaviour Management is particularly relevant to the Mission Statement as it creates the desired ethos within the school. A reasonable code of Behaviour Management will enhance the "spirit" and atmosphere within the school and make it a welcoming and safe environment in which children will learn and develop to their own potential.

School Rules

In September staff discuss and review their class rules with pupils. Through assemblies and class activities in the Autumn term, pupils are consulted about the need for school rules and the rewards and sanctions that accompany them.

Our School rules are based on:

- Care of ourselves.
- Care of others.
- Care of our school.

At Holy Souls School we will:

Wear our school uniform with pride.

Always try to do our best.

Be polite and well mannered.

Treat others as we would wish to be treated ourselves.

Share and look after school property.

Walk sensibly around school and always be where we should be.

Keep our school clean and tidy.

Our rules are all positive ones, telling the children what is expected.

Special Educational Needs and Disabilities (SEND)

Sometimes there can be slight variations to these rewards according to the individual needs of the children. Some children with SEND have social, emotional or health needs. In such cases they may have their own Behaviour Management Plan, which may differ from the usual class behaviour management strategies.

Class Rules

In order to grow academically, socially and emotionally, children need to be in a classroom where they feel safe and happy. This can be achieved if there is a consistent, positive behavioural limit, which supports the children and develops in them the skills needed for success.

Children learn from the teacher's reactions which behaviour patterns are acceptable and which are not. They also become aware of what the consequences are of choosing not to behave.

Each class discusses their class rules at the beginning of the school year and agrees to the rewards and sanctions. These will be expressed in a positive manner, appropriate to the age of the children in the class. They will be displayed in the classroom and regularly referred to by the teacher.

Encouraging good behaviour

Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- Smiles, words of praise, gestures of approval
- Dojo points - for use in each individual classroom
- Stickers
- Dip in a prize bag
- Star of the week certificate
- Dojos - for use by staff around school for children who are behaving well
- Certificates
- 'Cheeky Charlie', a class cuddly toy, taken home at weekend to look after which is given to an individual child for good learning or behaviour. (Reception children only)

Dojo Rewards

Our house teams are St Andrew, St. David, St. George and St. Patrick. All children are placed in a house.

Children earn dojos as a reward for behaving well around school etc. Any member of staff can award a dojo, informing the child why it has been given. Each child's dojos will be recorded electronically.

- Dojos are not deducted.
- House team boards will be displayed in the hall, with the names of all team members
- Rewards are given to children who have the most dojos at the end of the week
- House activities occur during the year, to encourage team co-operation.

Managing incidents of unacceptable or inappropriate behaviour

- Non-verbal reminder about behaviour - a look, gesture, use of prompt card (as appropriate)
- Discreet verbal reminder about expectations
- Isolate from the incident
- Only if absolutely necessary - miss a few minutes of playtime, in class with the teacher, if the offence was in class time, or walking with a member of staff on duty, to discuss the behaviour or sitting on a bench for a few minutes, or in class if it is indoor playtime - this needs to be at the discretion of the staff member
- A telephone call/email home to parents
- Sent to the headteacher
- Meeting parent by telephone, or in person, with the headteacher

Restorative Discussions

Following any kind of disagreement or breach of school rules all parties will take part in a restorative discussion.

- Everyone must be given enough time to calm down before the discussion takes place
- Pupils can conduct the discussions themselves depending on their age, and the severity of the disagreement. Otherwise, it must be a member of school staff who supports the discussion
- All members of staff and children know that issues will be dealt with fairly, with a 'no blame' approach, and the language used in discussions must be fair, consistent and respectful
- Discussions are to be held in a calm, quiet place

Both the victim (if there is one) and the perpetrator attend the restorative discussion and the following types of questions will be asked:

- What happened?
- Each person's story will be drawn out one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- Who did this affect - staff, pupils or others? Include others who witnessed the incident
- How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
- What was each person thinking and feeling at the time, before and afterwards?
- What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? With support the pupils form their own agreement.
- How can we prevent this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? Does the child need a reminder eg; social story, visual/written plan of action etc?

The Headteacher's involvement could include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A conversation with the child, parent or teacher to identify any hidden causes of behaviour (or all three)
- Issuing of consequences such as missing a playtime, writing a letter of apology
- Creation of a behaviour improvement plan and regular review meetings, as necessary
- Liaison with SENDCO to discuss possible additional needs
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy place, where learning can take place in a harmonious environment, and for children to enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, Governors and Parents to ensure that the children of Holy Souls are educated in a caring, friendly and loving school. We strive to work together to ensure that achieve these worthwhile goals.

Danielle Ellison
Headteacher
October 2025