



Holy Family Catholic Primary School  
**Good Behaviour Policy**



Responsible for Reviewing this Policy:  
**Full Governing Body**

Member of Staff Responsible for this Policy:  
**E Allonby**

Date of last Review:  
**November 2025**

Mission Statement

Holy Family School aims to develop our children's all round potential in a happy, secure and disciplined environment. To achieve this, we are committed to a partnership of parents, carers, staff, governors and the parish. Our school is founded on faith in Jesus Christ and his teachings and we accept the guidance of the Catholic Church in establishing that foundation.

**In all things love.**



## **Aims:**

1. To ensure that all our pupils live and learn in a happy, secure and loving environment
2. To ensure that all our pupils have a positive view of the school
3. To ensure that pupils show respect to any individual with whom they have dealings, including fellow pupils, staff and parents.
4. To develop the children's understanding of the value and the need for a code of conduct within the school.
5. To encourage the children to exercise self discipline and differentiate between appropriate and inappropriate behaviour.

## **Golden Rules**

Each class has a code of conduct that is closely based on the following Golden Rules.

<b>Holy Family Golden Rules</b>	
<b>Do...</b>	<b>Don't...</b>
<b>Be gentle</b>	<b>Hurt anybody</b>
<b>Be kind and helpful</b>	<b>Hurt people's feelings</b>
<b>Work hard</b>	<b>Waste your time or other people's time</b>
<b>Look after property</b>	<b>Waste or damage things</b>
<b>Listen to people</b>	<b>Interrupt</b>
<b>Be honest</b>	<b>Cover up the truth</b>

## **Learning Mentor**

Children whose behaviour is challenging need to be placed on the SEND register and a positive intervention plan is devised setting children targets. These will be discussed with the child, parents, class teacher and SENDCO and sometimes outside agencies will be involved. The learning mentor would also support these children at an appropriate level. By parents/carers working together with school, especially through the learning mentor, the intervention strategies will be more effective.

## **Home-School Agreements**

In an effort to improve the quality of the relationship between parents, teachers and pupils, the school operates a home-school agreement, which is signed by parents, or carers, on their entry to Holy Family. This forms a contract between all parties outlining their respective roles in the pupil's whole education.

## Unacceptable Behaviours at Holy Family Catholic Primary School

<b>Day to day problems (Level 1 Behaviours)</b>	
<b>Problem</b>	<b>Preventative measure</b>
<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Answering back</li> <li>• Unacceptable levels of noise</li> <li>• Lack of respect for self and others</li> <li>• Poor manners, politeness, courtesy, forms of address</li> <li>• Wandering around class without purpose</li> <li>• Leaving the class unnecessarily e.g. toilet trips, etc...</li> <li>• Poor response to instructions</li> <li>• Toys and other inappropriate equipment in class</li> <li>• Poor lining up (break and lunch)</li> <li>• In school without permission i.e. in class or cloakrooms</li> <li>• Tasks not completed to a reasonable standard</li> </ul>	<p>The class teacher or teacher in charge will deal with all Level 1 behaviours by consistently applying class rules and sanctions. Golden Rules and Golden Time are to be reinforced at this level.</p> <p>Many Level 1 behaviours can be prevented by good management e.g. teachers out at break before the whistle is blown, pupils only in class with the teacher's permission, inappropriate items confiscated and sent to the school office for collection by parents.</p>
<b>More serious problems (Level 2 Behaviours)</b>	
<b>Problem</b>	<b>Preventative measure</b>
Bullying	Refer to the Anti-Bullying Policy
<ul style="list-style-type: none"> <li>• Provocative behaviour towards others-pushing, taunting, enticing, kicking, punching, nipping, biting</li> <li>• Disobedience that endangers self and others</li> <li>• Swearing</li> <li>• Racial abuse</li> <li>• Stealing</li> <li>• Running out of school</li> <li>• Defiance/Refusal to follow instructions</li> <li>• Extreme inappropriate behaviour (verbal or physical)</li> <li>• Behaviour outside of school that impacts on school life eg inappropriate use of social media (added 2016)</li> </ul>	<p>Referral to the Key Stage 1 or 2 Manager where the incident will be discussed and action taken.</p> <p>This will happen for all Level 2 behaviours. In the most serious or persistent cases, the head teacher and the parents will be involved. There is an immediate loss of all Golden Time 15 minutes Golden Time for Level 2 behaviours. Any unprovoked act of aggression will result in the loss of all Golden Time.</p> <p>Time can be won back at the teacher's discretion (except for the first 5 minutes).</p>

## Rewards

We aim to develop patterns of behaviour in the children, which will contribute to their learning. Good behaviour is always praised in an effort to emphasise the positive and minimise the negative. Children displaying positive patterns of behaviour are rewarded with:

- Housepoints/High fives –Class rewards
- Certificates e.g. Star of the Week
- Lunchtime awards
- Verbal praise in front of own class, key stage or whole school
- Visit to the Head or Deputy for commendation
- ‘Well done’ texts and letters sent to parents
- Positions of responsibility
- Extra break time
- Post cards home
- Golden Time and Silver Time

## Consequences

All staff endeavour to keep a positive relationship with pupils; however, pupils need to learn that there are consequences to choosing poor behaviour. To be effective, it is important that all staff are consistent and fair in issuing consequences. These consist of:

1. Non-verbal warning
2. Verbal warning
3. Loss of Golden Time in units of 5 minutes
4. Placed ‘on report’
5. Internal exclusion
6. Fixed term exclusion
7. Permanent exclusion

**At stage 3, a loss of more than 10 minutes of Golden Time results in a letter being sent home. The school behaviour manager, Miss Deegan, will send out Loss of Golden Time Letters 1,2 and 3 (Appendix 1).**

Other sanctions, at the Class Teacher’s discretion, can include loss of break, lunchtime or extra curricular privileges.

Golden Time can be earned back for good behaviour – except for the first 5 minutes of time lost. Additionally, a teacher may wish to speak to a parent after school so that a problem may be dealt with swiftly.

*In the extremely rare case of a pupil needing restraining, we follow the guidance of the LA as outlined in their policy on the use of reasonable force to control or restrain pupils.*

*Children who behave in a way that puts either themselves or another child or adult in danger will be removed from the class to an inclusion room with immediate effect.*

### Stage 4 Being 'On Report'

Parents should always be contacted before a child is placed 'on report'. This is usually after a Loss of Golden Letter 2. A child can be placed 'on report' for a one-off serious incident or automatically if three loss of Golden Time letters are sent home in any **HALF TERM**. If a pupil is 'on report' they are issued with a report card (timetable). The pupil has to 'report' to Mrs. Allonby (or if she is unavailable, another senior teacher) at the start of break times and lunchtimes. It is the pupil's responsibility to ask the teacher who has taught each lesson to write a comment on their report card. Negative comments will result in the pupil missing all or part of their break time, at the discretion of Mrs. Allonby. We also ask parents/carers to record a comment about their child's behaviour each evening on the timetable and to have a meeting with a member of staff i.e. Class Teacher each Friday after school to discuss progress or Miss Deegan on the following Monday. Children 'on report' are not permitted to access free before/after school clubs or represent the school e.g. football matches, inter-school quizzes etc.

### Stages 5,6 and 7 - Internal, Fixed and Permanent Exclusion

At Holy Family Internal, Fixed and Permanent Exclusion and used as a last resort after other interventions have failed or for serious breaches of the Golden Rules of behaviour.

Decisions must consider safeguarding, SEND, equality, and the welfare of all pupils. Parents/carers, governing board, and local authority are involved at every stage.

#### **Definitions:**

Internal exclusion: Pupils are educated on the school site but away from classmates and normal routine.

Fixed Term exclusion: Temporary removal from school for a fixed period (can be part or whole days, up to 45 days per academic year).

Permanent Exclusion: Pupil is removed from the school roll and may not return unless reinstated.

### **5 &6 Internal and Fixed-term Exclusion Process: Step-by-Step (See flowchart)**

Holy Family will use internal exclusion in the first instance.

Should further serious breaches or persistent breaches of the Good Behaviour Policy occur, the next sanction is Fixed-term exclusion.

Both internal and fixed-term follow the same process.

1. Incident is reported and investigated by staff.
2. Pupil's views are sought, considering age and understanding.
3. Relevant factors (SEND, disability, safeguarding) are considered.

4. Headteacher reviews evidence and decides if suspension is appropriate.
5. Decision is based on the balance of probabilities.
6. Duration is set (up to 45 days per academic year, including part-day suspensions).
7. Parents/carers are informed without delay (preferably by phone, then in writing).
8. Written notice includes (Appendix 2):
  - Reason(s) for suspension
  - Duration and dates
  - Right to make representations to the governing board
  - Arrangements for education during suspension
  - Details of impartial advice (SENDIAS, IPSEA, etc.)
9. Governing board and local authority are notified.
10. For fixed term exclusions, if the pupil has a social worker or is looked-after, notify them and the Virtual School Head.

### **Education Provision**

For internal exclusion, work will be set and followed in school.

For shorter fixed-term suspensions, work is set and marked for the pupil on Tapestry or Seesaw.

For suspensions over five days, suitable full-time education (alternative provision) is arranged from the sixth day.

### **Parental Responsibilities**

Parents must ensure the pupil is not in a public place during school hours for the first five days, or until alternative provision starts. Parents/carers may make representations to the governing board. If the suspension totals more than five days in a term, the governing board must consider reinstatement if requested. For suspensions over 15 days, or those resulting in missed public exams, the governing board must meet within 15 school days.

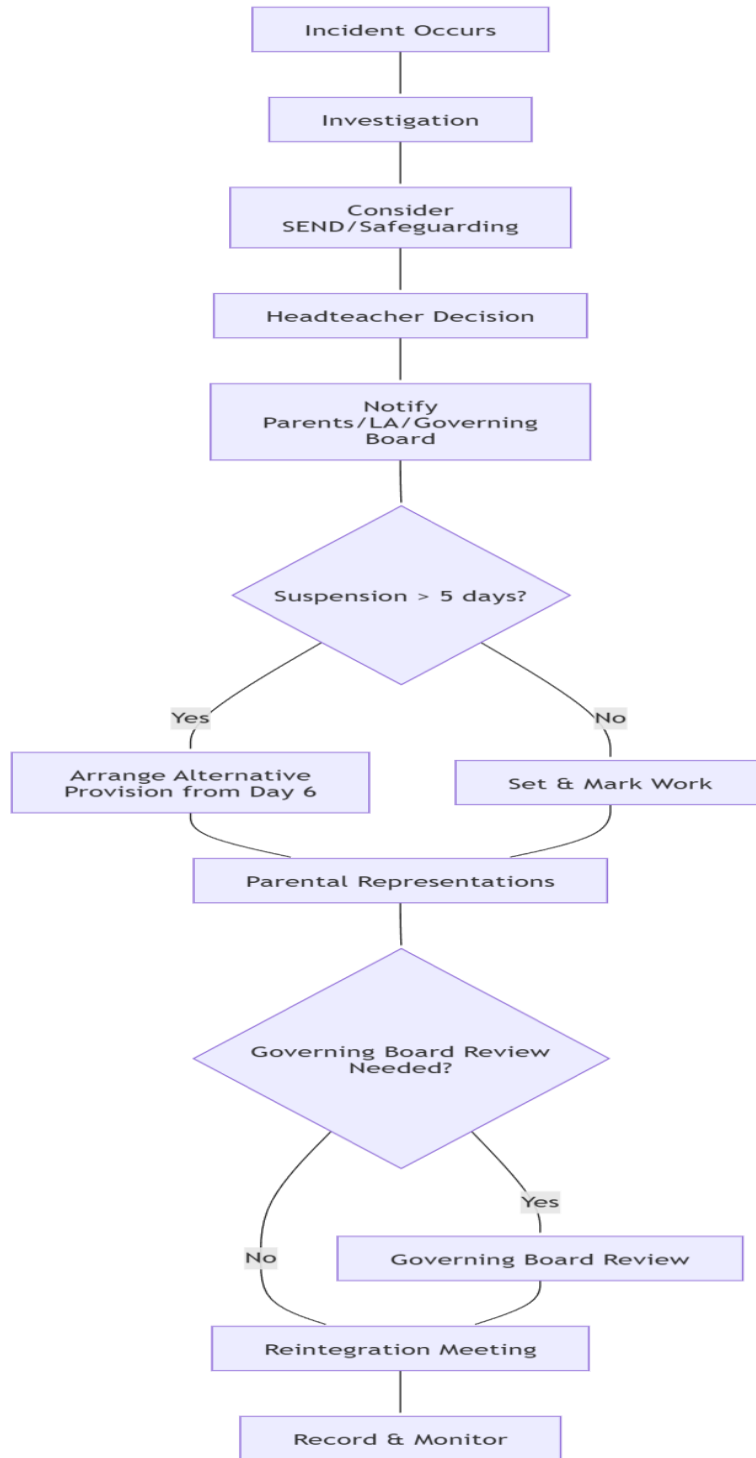
### **Reintegration**

Reintegration meeting held before or at the start of the pupil's return. Discussion will include

- Fresh start and support for positive behaviour
- Involvement of parents/carers
- Regular review and adaptation as needed

All suspensions are recorded on the pupil's educational record. Data is monitored and analysed for trends and compliance.

### **Internal/fixed-term exclusions flowchart**



## **Permanent Exclusion Process: Step-by-Step**

### **Grounds for Permanent Exclusion**

Serious breaches or persistent breaches of the Good Behaviour Policy may result in permanent exclusion or that in allowing the pupil to remain would seriously harm the education or welfare of others.

Examples may include –

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

### **(See Flowchart)**

1. Incident is reported and investigated thoroughly.
2. Pupil's views are sought and considered.
3. All relevant factors (SEND, disability, safeguarding) are reviewed.
4. Headteacher reviews all evidence and decides if permanent exclusion is necessary.
5. Decision is based on the balance of probabilities.
6. Consideration of alternative strategies and interventions is documented.
7. Parents/carers are informed without delay (phone and in writing).  
Written notice includes:
  - Reason(s) for exclusion
  - Confirmation that exclusion is permanent
  - Right to make representations to the governing board
  - Right to request an Independent Review Panel (IRP) if not reinstated
  - Arrangements for education from the sixth day
  - Details of impartial advice (SENDIAS, IPSEA, etc.)
8. Governing board and local authority are notified.
9. If the pupil has a social worker or is looked-after, notify them and the Virtual School Head.

### **Education Provision**

Work will be set by the school and sent home for the first 5 days. This work will be on Seesaw or Tapestry, where it can be returned to school for marking. Local authority arranges suitable full-time education from the sixth day after exclusion.

### **Parental Responsibilities**

Parents must ensure the pupil is not in a public place during school hours for the first five days, or until alternative provision starts.

### **Governing Board Review**

Governing board must meet within 15 school days to consider reinstatement.

Parents/carers, headteacher, local authority, social worker, and VSH (if applicable) are invited. Decision is made to reinstate or uphold exclusion.

### **Independent Review Panel (IRP)**

If governing board upholds exclusion, parents/carers may request an IRP within 15 school days. IRP reviews the decision and may uphold, recommend reconsideration, or quash the decision. SEN expert may be appointed if requested.

### **Removal from School Register**

If exclusion is upheld and no IRP is requested, pupil's name is removed from the register after 15 school days.

Local authority is notified and transfer of records is arranged.

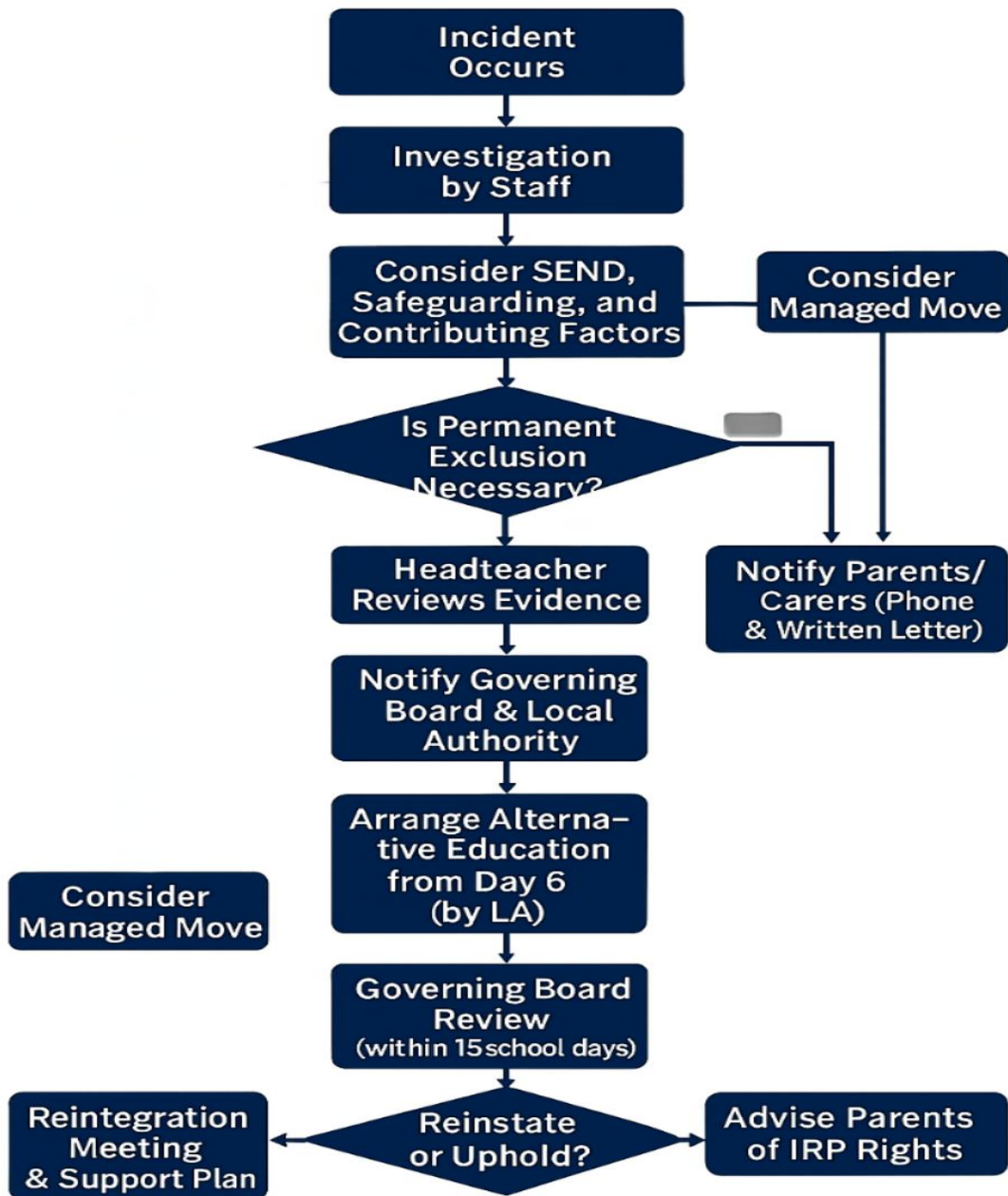
### **Monitoring and Record-Keeping**

All exclusions are recorded on the pupil's educational record.

Records are kept for at least six months.

Data is monitored and analysed for trends and compliance.

### **Permanent Exclusion flowchart:**



# Holy Family Catholic Primary School

Seacrest Avenue, Blackpool, Lancashire FY1 2SD

Tel: 01253 354496 Fax: 01253 595765

E mail: [admin@holy-family.blackpool.sch.uk](mailto:admin@holy-family.blackpool.sch.uk)

Website [www.holy-family.blackpool.sch.uk](http://www.holy-family.blackpool.sch.uk)

Chair of Governors: Mr I Hunter

Headteacher: Mrs. Allonby Deputy Headteacher: Mrs. S Whitehead



**In all things, love.**

Date:

Dear Parent/Carer,

## **Loss of Golden Time Letter 1**

I am writing to you because \_\_\_\_\_ lost \_\_\_\_\_ of his Golden Time this week. We have a positive behaviour policy and try to encourage good behaviour through a rewards system. However, pupils lose Golden Time through not following our Golden Rules. This includes pupils persistently not completing homework. Pupils who have three loss of Golden Time letters sent home in a term will result in them being placed, 'on report'. More details of this can be found in the Good Behaviour Policy. This can be found on the school website or a paper copy can be collected from the school office.

Please could I ask you to support school by taking some time to speak to your child about why they have lost Golden Time this week? Also, please find enclosed your child's written explanation of why they have lost their Golden Time.

If you would like to discuss this further with a member of staff, please contact the office to make an appointment to see your child's class teacher. I am also available should you wish to see me or the school learning mentor, Mrs. Mather, for pastoral support.

Yours sincerely

Miss C Deegan  
Learning Mentor

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## **Loss of Golden Time Letter 1**

I have spoken to my child about his/her behaviour and how he/she will follow the Golden Rules in the future.

Signed ..... Parent/Carer Date.....

***Please return this slip to school- thank you.***

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Chair of Governors: Mr I Hunter

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**In all things, love.**

Date:

Dear Parent/Carer,

## **Loss of Golden Time Letter 2**

I am writing to you because \_\_\_\_\_ lost \_\_\_\_\_ of his Golden Time this week. We have a positive behaviour policy and try to encourage good behaviour through a rewards system. However, pupils lose Golden Time through not following our Golden Rules. This includes pupils persistently not completing homework.

This is your child's second loss of Golden Time letter and \_\_\_\_\_ is now at risk of being placed on school report should they receive a third letter this term.

The Good Behaviour policy can be found on the school website or a paper copy can be collected from the school office. Please could I ask you to support school by taking some time to speak to your child about why they have lost Golden Time this week? Also, please find enclosed your child's written explanation of why they have lost their Golden Time.

If you would like to discuss this further with me or your child's Class Teacher, please contact the office to make an appointment. Alternatively, if you are concerned about other issues affecting your child, you may wish to speak to our school learning mentor, Mrs. Mather, for pastoral support.

Yours sincerely

Miss C Deegan  
Learning Mentor

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## **Loss of Golden Time Letter 2**

I have spoken to my child about his/her behaviour and how he/she will follow the Golden Rules in the future. I am aware that my child is now at risk of being placed on school report.

Signed ..... Parent/Carer Date.....

***Please return this slip to school- thank you.***

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**In all things, love.**

Date:

Dear Parent/Carer,

### **Loss of Golden Time Letter 3**

I am writing to you because \_\_\_\_\_ lost \_\_\_\_\_ of his Golden Time this week. We have a positive behaviour policy and try to encourage good behaviour through a rewards system. However, pupils lose Golden Time through not following our Golden Rules. This includes pupils persistently not completing homework.

This is your child's third loss of Golden Time letter and \_\_\_\_\_ is now being placed on school report.

This will involve:

- Your child will carry a report card at all times in school. They will need to ask the class teacher to sign the card indicating the level of behaviour after each lesson.
- At every break they will need to 'report' to the designated teacher. If behaviour is unsatisfactory they will lose break times.
- Parents are requested to sign the report card each evening indicating the level of their child's behaviour.
- Your child will not be allowed to attend any extra-curricular activities whilst on report e.g. clubs
- Parents are requested to meet with the Class Teacher (or other member of staff) each Friday after school, whilst on report, to discuss progress.

If your child demonstrates good behaviour a decision will then be made at the end of each week to determine whether they remain on report.

Yours sincerely

Miss C Deegan  
Learning Mentor

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### **Loss of Golden Time Letter 3**

I have received a third loss of Golden Time letter and have spoken to my child about his/her behaviour.

Signed ..... Parent/Carer Date.....

***Please return this slip to school- thank you.***

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**In all things, love.**

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date

Dear,

I am writing to inform you of my decision to exclude **xxx** for a fixed period of **x days**. This means that he will not be allowed in school for this period. The exclusion is for **xxxx**. Your child should return to school on **xxxxx**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **xxxx** has not been taken lightly. **Xxxx** has been excluded for this fixed period because **xxxxxx**.

You have the right to make representations to the governing body. If you wish to make representations, please contact Governor Services at Bickerstaffe House (01253 476513) as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **xxx** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority for £60 if your child is found in a public place during normal school hours on the specified dates without reasonable justification.

You and **xxxx** are requested to attend a reintegration interview on **xxx** If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview without reasonable justification will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **xxxx** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **xxxx** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Ged McNally, Education Inclusion Officer for Blackpool, on 01253 476443 or at [ged.mcnally@blackpool.gov.uk](mailto:ged.mcnally@blackpool.gov.uk) , who can provide advice. You may also find it useful to contact Coram, the Children's Legal Centre - an independent national advice centre concerned with law and policy affecting children and young people. They can be contacted on 08088 020 008 or at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Yours sincerely,



**Mrs E Allonby**  
Headteacher