



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:
September 2026

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.



Behaviour Principles

At Holy Family Catholic Primary School, everyone has the right to feel safe, valued, respected and learn free from the disruption of others. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being “In all things, love.”

At Holy Family Catholic Primary School, we aim to encourage all children to practise good behaviour by operating a system of praise, rewards (Golden time included) and sanctions. These expectations are based on the need for us all to care for other people’s safety, health and wellbeing.

We expect our community to be friendly and polite, not act in an aggressive or dangerous manner, and show respect for others.

This policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

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.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff \(Feb 2024\)](#)

[Searching, screening and confiscation: guidance for schools \(July 2022; page updated July 2023\)](#)

[The Equality Act 2010](#)

[Keeping children safe in education \(KCSIE\) 2025 \(in force from 1 Sept 2025\)](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

Golden Rules

Classroom management and teaching methods have an important influence on children's behaviour. The classroom has a code of conduct that gives clear messages to the children about the extent to which they and their efforts are valued, these are based on the following Holy Family Golden Rules.

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

Learning Mentor

Children whose behaviour is challenging will 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.

Strategies to support inclusion:

- Any child who requires support will be referred to the Learning Mentor. This support will be differentiated to meet the needs of the individual child – this could involve 1-1 support on the playground, teaching strategies for developing and maintaining positive behaviour etc.

- A consistent whole-school approach to regulation and de-escalation (including the use of Zones of Regulation, where appropriate).
- Working in partnership with parents and carers to agree consistent approaches and support plans.
- Involvement of external agencies where appropriate (e.g., behaviour support, SEND support, early help).
- Access to SEND support services and reasonable adjustments, where required.

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. Letters are always issued for loss of golden time. (see appendices)

Unacceptable Behaviours at Holy Family Catholic Primary School

Day to day problems (Level 1 Behaviours)	
Problem	Preventative measure
• Calling out • Answering back • Unacceptable levels of noise • Lack of respect for self and others • Poor manners, politeness, courtesy, forms of address • Wandering around class without purpose • Leaving the class unnecessarily e.g. toilet trips, etc... • Poor response to instructions • Toys and other inappropriate equipment in class • Poor lining up (break and lunch) • In school without permission i.e. in class or cloakrooms • Tasks not completed to a reasonable standard	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. 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.
More serious problems (Level 2 Behaviours)	
Problem	Preventative measure
Bullying	Refer to the Anti-Bullying Policy
• Provocative behaviour towards others-pushing, taunting, enticing, kicking, punching, nipping, biting • Disobedience that endangers self and others • Swearing • Racial abuse • Stealing • Running out of school • Defiance/Refusal to follow instructions • Extreme inappropriate behaviour (verbal or physical) • Behaviour outside of school that impacts on school life e.g. inappropriate use of social media	Referral to the Key Stage 1 or 2 Manager where the incident will be discussed and action taken. 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. Time can be won back at the teacher's discretion (except for the first 5 minutes).

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

Our behaviour pathway

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.

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 **DFE** 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 space 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 (see Exclusion policy)

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.

Sanctions for inappropriate behaviour at breakfast club or after school club

We expect children to conform to the same behaviour expectations at all times during the day. If a child is unable to follow the rules at breakfast or after school club all staff must follow school procedure:

- Any incidents are passed onto senior staff. These could include; not playing appropriately with equipment; name calling; not behaving appropriately.

Pupils' conduct outside the school gates

Teachers are able to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable'.

Teachers may discipline pupils :

Misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

See DfE guidance [*Restrictive interventions, including the use of reasonable force, in schools*](#) (effective from 1 April 2026)

We pay due regard to the most updated Prevent Duty guidance.

Online misbehaviour

The school's approach to online behaviour is informed by the Online Safety Act 2023 and [*Keeping children safe in education \(KCSIE\)*](#).

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment and will seek guidance from other professional agencies, including MASH, LADO, Police, Social Care of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the SLT will make the report and parents will be contacted.

The school will not interfere with any police action taken following guidance from appropriate services. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include responding to a report either verbal or written. Carrying out risk assessments, where appropriate and to seek appropriate guidance from appropriate services to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our safeguarding policy for more information

Searching, screening and confiscation of inappropriate items

A member of staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances (see DfE "Behaviour in schools" guidance, Feb 2024)

Power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (see associated resource – Searching, screening and confiscation guidance for schools. However, force cannot be used to search for these items.

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

Monitoring this policy

This policy has been reviewed by the Headteacher in September each year in line with legislation and guidance published by the DfE (as stated above) and has been ratified by the Chair of Governors.

It is published on the school's website.

Appendix 1 – Golden time letters

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

Website 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.

Holy Family Catholic Primary School

Seacrest Avenue, Blackpool, Lancashire FY1 2SD

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E mail: admin@holy-family.blackpool.sch.uk

Website 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 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.

Holy Family Catholic Primary School

Seacrest Avenue, Blackpool, Lancashire FY1 2SD

Tel: 01253 354496 Fax: 01253 595765

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



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.