



# BEHAVIOUR POLICY

Date of last review	June 2025	Review period	Annually
Date of next review	June 2026	Owner	SLT
Type of policy	Mandatory	LGB approval	26.6.25



# HOLY CROSS CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR POLICY DOCUMENT

'We share in Christ's life so He can guide our thoughts, words and actions.'

This policy was created in consultation with pupils, staff, parents and Local Governing Board.

Our behaviour policy is rooted in our faith, placing God at the centre of all we do. We aim to create a loving, respectful, and safe environment where children are encouraged to be compassionate, wise, and curious, guided by our school's mission. Through praise, encouragement, and shared responsibility, we foster a positive atmosphere where every child can thrive.

### **Rights of the Child**

The United Nations Convention of the Rights of the Child (UNCRC) is at the heart of our school's Planning, Policies, Practice and Ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy is underpinned by:

**Article 3:** Everyone who works with children should always do what is best for each child

**Article 29:** The right to become the best that you can be.

**Article 31:** Every child has the right to play and rest.

### EMOTIONAL WELLBEING AND BEHAVIOUR MANAGEMENT

Behaviour Management within our school is firm but fair. Responsible behaviour by all children is an expectation. The school follows the Archdiocese's and LA's guidance and Academy's expectation, which require that pupils should regulate their conduct through self-discipline. All staff have an important role to play and it is they who determine the environment in which good staff/pupil relationships can develop. At all times, staff must consider themselves responsible for the behaviour of pupils, earning the respect of pupils by their influence, attitudes, teaching skills and rapport. Much support is of an informal nature. A prompt word of praise or an immediate checking of misbehaviour is taken as first steps in counselling. This extends to building up an understanding and relationship with the child which facilitates discussion regarding attitude, poor achievement or behaviour. It also provides an awareness of any underlying problems or personal circumstances that may impact on a child's behaviour choices. The Pastoral System of the school is such that the staff works as a corporate body, supporting each other. Each class teacher has specific responsibility for his/her pupils regarding behaviour and disciplinary problems both in the classroom and those raised by other colleagues. The class teacher's/teaching assistant's understanding of a pupil in his/her care enables discussion with other colleagues to be based on sensitivity, consistency and fairness.

Throughout the school, we encourage and remind children to follow the 'five golden rules' which are rooted in our Gospel Virtues and linked to Bible Scripture.

#### **Jesus guides us to...**

- **Show perfect presentation** (*in how we present ourselves and in all we do.*)
- **Use kind words and hands**
- **Listen to one another**
- **Respect each other and our environment**



- **Be considerate to others by displaying good manners**

To support everyone in achieving our school's mission statement, we have agreed class charters to support our school's aims, underpinned by our Gospel Virtues in conjunction the rights of the child are used daily to support and prompt our children and staff about our expectations of each other. Mental Health Ambassadors (KS2) and Playground Buddies (KS1) are available at playtime and lunchtime to support children who are upset or lonely within their own class. All staff have the support of the Head of School and Executive Principal and access to external professional support services where needed.

**DEFINITIONS**

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying - a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Child on Child Abuse (including online and harmful sexual behaviours)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending on the behaviour breach.

## REWARDS

The emphasis is always on the positive approach of encouragement and praise. Staff actively look for opportunities to 'catch' children being good. Praise is given in many ways and includes the following: -

### Rewards Systems

- Each child is a member of a Holy Cross Saint team. Points are awarded for children demonstrating the Gospel Virtues and a weekly score is calculated. The Recognition Board in the School Hall reflects the running tally of weekly Saint winners displayed in stars. The winning team earns a reward e.g. extra playtime every term.
- The school Rewards System is an incentive for the children to do well in all aspects of school life. Each week, at a 'Gifts from God Assembly', individual children from each class are awarded certificates for good work, effort, polite conduct, Christian attitude, etc. Staff also has the opportunity to nominate an 'Angel of the Week', to a child who has behaved in a way that reflects our Mission Statement and/or the Gospel Virtues.
- In addition, one child is chosen each week by the Lunchtime staff as an example of good behaviour and/or manners. The Lunchtime Staff also choose a Best Class of the Week- paying particular attention to playground behaviour/lining up/dismissal etc. Lunchtime staff feedback to a named person any incidents.

In addition, staff may use approaches such as:

- Nomination for afternoon tea with Chair of Local Governing Board and Executive Principal
- Mission Award - annual award for children 'living our mission' during academic year.
- Use of school reports, Twitter, Home/School Reading Records, Friday Newsletter, Parents' Evenings to comment favourably on good work, behaviour, attitude and achievement.

## SANCTIONS

When self-discipline is inadequate, a variety of sanctions may be imposed for misconduct but corporal punishment is not permitted. The following approaches are used in school: -

### Sanction System:

1. First verbal reminder (staff then note down their name in a private place e.g. teachers' desk)
2. Second verbal reminder
3. Short time out (1-5 minutes) isolated from group within the classroom at the discretion of the teacher, providing space and time to reflect.



4. Short time out in another classroom. Work to be taken to be completed.
5. Referred to Key Stage Leader and parents informed. Break times/lunch times to be taken by the discretion of the teacher and complete the reflection sheet (see appendix 2). This must be recorded on CPOMS by the class teacher and the reflection sheet scanned and uploaded to CPOMS.
6. Sent to the Head of School. At this point, in conjunction with parents, decisions may be made about loss of additional privileges/repair of any damages.

*\*A behaviour monitoring sheet may be implemented at this point.*

### **Lunchtime Sanction system**

1. First verbal reminder- staff to communicate to other lunchtime staff that the child has received a verbal reminder
2. Second verbal reminder
3. Child to have 5 minutes reflection in a quiet part of the playground
4. Third verbal reminder
5. Child to have 5 minutes' reflection time with Key Stage Lead
6. Staff to send child to the Head of School or a member of SLT and parents to be informed. Upload behaviour incident onto CPOMS. At this point, in conjunction with parents, decisions may be made about loss of additional privileges/repair of any damages..

NB - It may not be appropriate for all sanctions to be followed methodically depending on individual circumstance.

*A child may be referred to the Head of School/Executive Principal at any stage if deemed a serious breach of behaviour.*

### **BEHAVIOUR OFF SCHOOL PREMISES**

- Teachers are able to reprimand pupils for misbehaviour outside of the school premises.
- Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:
  - Wearing school uniform
  - Travelling to or from school
  - Taking part in any school-related activity
  - Bringing the school into disrepute on social media
  - In any way identifiable as being a pupil at the school
- The school will impose the same behaviour sanctions for incidents and bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

- The Head of School/Executive Principal reserve the right to insist on parents picking Year 6 children up from school if behaviour walking home alone is deemed inappropriate or unsafe.
- The Head of School/Executive Principal also has the right to inform the police if the behaviour is criminal or poses a serious threat to another person. If there were concerns about the mistreatment, neglect or abuse of a child, the school would follow the safeguarding policy.

### PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage as well as using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014). Whilst all pupils identified with SEND are covered under this behaviour policy, we recognise that pupils with SEND may require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. Staff will ensure they are able to support pupils through restorative conversations (Appendix 3). If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. Advice may be sought from SENDCo/external agencies to identify and support specific needs in order to further support a child with SEND and their behaviour. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis with the SENDCo. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them

### PARENTAL CONSULTATION

The school is committed to having a positive relationship with the parents. In the event of any issues arising, parental consultation at an early stage is an effective measure, as it enables parents and teachers to work together consistently. If the Head of School or Executive Principal considers the problem serious enough, the parents will be invited to school to discuss the matter and to seek their co-operation.

### MORE SERIOUS BEHAVIOURAL PROBLEMS IN SCHOOL

#### Procedures for Dealing with Major Breaches of Behaviour

- Withdrawal from the classroom, following a serious incident. The child will be sent to the Head of School or the Executive Principal (or the Head of School or Executive Principal will be summoned to the classroom) with the incident recorded. Children must never be sent out of class alone - they should be accompanied by another adult or child as appropriate. In order to summon help immediately, staff can send a child to the main office carrying a red hand. At that point the most appropriate adult available will go to the classroom. SLT will be informed. A letter from the Head of School or Executive Principal will be sent to parents, informing them of the incident and inviting them to a meeting, if appropriate at this point.
- Should a child not respond to the above channels of support then the SENDCo and class teacher will consider 'SEN support' under the need of Social, Emotional and Mental Health. The child

will then have a One Page Profile (OPP) outlining their main needs and outcomes to support their behaviour. The OPP will be co-produced by the child, parent/carer, class teacher and SENDCo .

### Suspensions

Where there is a serious misbehaviour, the Executive Principal may choose to suspend the child at their discretion. This is very rare, but will be used if a child causes danger to themselves or others, persistently break school rules and thereby affect the well being of other children or cause disruption to teaching and learning. Such decisions are never taken lightly and always follow the agreed procedures laid down by the St John Paul II Academy..

Possibility of a managed move to another school/transfer to a Pupil Referral Unit may also be considered.

*Possible reasons for suspensions are:*

- physical assault against another pupil or an adult, which includes fighting, violent behaviour, wounding, obstruction and/or jostling
- verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, or carrying an offensive weapon
- bullying, which can be verbal or physical, and this category includes homophobic and racist bullying
- racist abuse, which includes racist taunting and harassment, derogatory racist statements, racist bullying and racist graffiti
- sexual misconduct, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying, sexually inappropriate language and sexual graffiti
- drug and alcohol-related behaviour, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse
- damage, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti
- theft, which includes stealing school property, stealing personal property from a fellow pupil or an adult, stealing from local shops on a school outing
- persistent disruptive behaviour, which includes challenging behaviour, disobedience and/or persistent violation of school rules

At the discretion of the Head of School and/or Executive Principal, a final written warning may be issued to a child who has demonstrated any of the behaviours above. A formal written warning outlines the misbehaviour, the consequences and the time frame of the given warning; this may include the possibility of a fixed term suspension. In all cases the school endeavours to work in partnership with parents and seek advice from other available professional colleagues.

The school will retain the information, to which reference may be made during the child's time at Holy Cross, thereby fostering a continuous and consistent approach to the child's behavioural development.

### Seeking Outside Support for Continuous Disruptive Behaviour

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to initiate multi agency assessment and/or involve other agencies, including:

- The education psychology service for issues to do with behaviour inside school
- The child and family unit for issues regarding behaviour at home

- SENAR/Our Place/Compass for advice to do with issues of behaviour or welfare in school
- The school nurse for issues regarding health

### Screening and searching

At Holy Cross, children are not routinely screened, however if staff believe that a child has an item which could cause harm to either themselves or others, they reserve the right (with the permission of the most senior member of staff on duty) to search that child. If a child is to be searched, there must always be two members of staff present. Parents will be informed following any such incident.

### Reasonable force (Positive Handling)

Schools do not require parental consent to use positive handling techniques when supporting a child with their behaviour; in exceptional circumstances, schools have the legal power to use reasonable force. All Teaching and Learning staff at Holy Cross have received Positive Handling Training. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- prevent a pupil behaving in a way that disrupts learning, a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk through physical outbursts, of harming themselves or others or from damaging property.

Positive Handling should always be proportionate and used for no longer than necessary.

If Positive Handling has been used, the incident must be reported immediately to the most senior member of staff on duty and an incident log must be completed. Parents must also be informed.

When using reasonable force, the staff at Holy Cross is aware of the needs of children with Special Educational Needs and will make the necessary reasonable adjustments for them as necessary.

### Pastoral Care for school staff

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation.

Allegations that are found to be malicious will be removed from personnel records; also any that are unsubstantiated, is unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The School will consider whether to apply an appropriate sanction, which could include fixed term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).



## Responsibilities

The Local Governing Board, Board of Directors, Principal and SLT will ensure that the school complies with all relevant equalities legislation.

The Local Governing Board, Board of Directors, Principal and SLT, will ensure that the policy and related procedures and strategies are implemented and complied with consistently. All staff, pupils and parents have an active part in the evolution, development and maintenance of this policy.

## ACTIVE COMMITMENT TO AND IMPLEMENTATION OF POLICY

There will be regular analysis and review of current behaviour and discipline at termly staff meetings. Staff and parents are invited to share concerns/problems at any time. Behaviour and Discipline will be an agenda item at meetings of the L report at Local Governing Board meetings each term. Any concerns will be forwarded to the Local Governing Board. The Local Governing Board will hear action appeals

## Monitoring and Review

This policy will be monitored and reviewed regularly and updated annually to ensure it is in line with local and national guidance. All incidents of bullying are reported termly to the Local Governing Board in the Principal's Report.

## Conclusion

At Holy Cross Catholic Primary School, there are many people. We believe that people in our school are caring individuals, who are well behaved and in whom we have great pride. Occasionally an individual may require more attention for a behaviour problem, but we do not ignore this - we do something about it so that we can raise tolerance, achievement and understanding.

## **Appendix 1**

### **Procedures for Good Behaviour**

#### **Playground Expectations**

1. We are gentle (We don't hurt others)
2. We are kind and helpful (We don't hurt anybody's feelings)
3. We listen and show respect (We don't interrupt and answer back)
4. We care for the playground (We don't damage or spoil anything)
5. We are tidy (We put rubbish in the bin)
6. We are honest (We don't cover up the truth)
7. We respect other children's right to play and be safe.

#### **Dinner Hall**

1. We enter the hall in a quiet, calm manner and remain seated at all times when eating.
2. We walk in the hall at all times; when entering or leaving.
3. We are polite using "please" and "thank you" and by taking turns; we always use our manners.
4. We talk to each other quietly using 'indoor' voices and only talk to others on our table.
5. We leave the hall and our place clean and put waste food away in bins provided.

#### **Hall Assembly**

1. We walk in lines silently and smartly on entry to, and exit from, the hall.
2. We sit on the floor quietly ready to listen and respond.

#### **Cloakrooms**

1. All PE bags and coats on the pegs.
2. Hang up coats found on the floor as a service to others.
3. All lunch boxes placed neatly on the lunch trolleys.
4. Speak quietly in the pods.

#### **Movement Around School**

1. We walk quietly and calmly at all times and in single file if in a group.
2. We hold doors open and give way to others.
3. We make sure we are dressed correctly in our uniform.

#### **Visits**

1. Walk quietly and calmly with a partner at all times.
2. Always use seat belt (if available); sit quietly.
3. Be polite with a "please", "excuse me" or "thank you" to helpers, drivers and attendants.
4. Be polite by letting other visitors go first, holding doors or asking sensible questions.
5. Listen for and follow teacher/group leader instructions as quickly as possible.
6. Don't drop litter or leave anywhere untidy or damaged.

#### **Courtesy and Good Manners**

- Saying "please" and "thank you" to others for doing what is wanted.
- Allowing others through a door first by standing back and waiting.
- Greeting each other by first names only.
- Taking turns to use things, in queues and when waiting for attention.
- Letting others speak without interrupting and waiting until they have finished.
- Leaving a room tidy with equipment replaced and chairs under the desk.
- Offering help without being asked.
- Including and encouraging others in games and other group activities.
- Using words carefully to build others up rather than tease or upset them.
- Putting litter in bins.

## Appendix 2



### KS1 Reflection Sheet

Name:	Year:	Date:
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**Circle which action(s)/virtues I did not demonstrate:**

- Perfect Presentation (attentive & discerning; grateful & generous)
- Kind Words and Hands (Eloquent & Truthful; compassionate & loving; faithful & hopeful)
- Listen to one another (Curious & active; compassionate and loving)
- Respect each other and our environment (Attentive and discerning, intentional and prophetic)
- Be considerate to others by displaying good manners (Learned & wise)

**Reflect on what you feel was your barrier to learning at the time:**

I was finding it hard to focus.	I was feeling tired.
I found the learning too difficult or too easy.	I didn't want to learn.

**What I could do to prevent this/these barriers:**

I need to get more sleep!	I should improve my diet.
I need to speak to an adult.	I need to do more exercise.

**Which metacognitive skill do I need to develop:**

Reading skills: I need to use my phonics and Fred in my head.	Listening skills: being able to listen with full attention.
Interpersonal & Team - work skills: I need to be a teamwork tiger and listen to others.	Self-regulation & mental discipline skills: I need to be calm and ready to learn.

**Which of the 'Rights of the Child' have you not respected?**

All children at Holy Cross Catholic Primary school have the right to be safe (19)

All children at Holy Cross Catholic Primary school have the right to learn (28)

All children at Holy Cross Catholic Primary school have the right to be heard (12)

All children at Holy Cross Catholic Primary school have the right to non-discrimination (2)

**Teacher comment:**

**Pupil comment:**

Now take some time to pray and ask for forgiveness.



### KS2 Reflection Sheet

Name:	Year:	Date:
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**Circle which action(s)/virtues I did not demonstrate:**

- Perfect Presentation (attentive & discerning; grateful & generous)
- Kind Words and Hands (Eloquent & Truthful; compassionate & loving; faithful & hopeful)
- Listen to one another (Curious & active; compassionate and loving)
- Respect each other and our environment (Attentive and discerning, intentional and prophetic)
- Be considerate to others by displaying good manners (Learned & wise)

**Reflect on what you feel was your barrier to learning at the time:**

I was distracted by my own thoughts and emotions and found it difficult to concentrate.	I had low levels of energy, effort and/or motivation.
I found the learning activities weren't suited to my learning style. I find it easier to learn in a different way.	My own attitude and behaviour was an obstacle to learning.

**What I could do to prevent this/these barriers:**

I need to get more sleep! I'm not getting my eight-hours and it leaves me feeling tired in class.	I should improve my diet so that my brain is properly nourished: less sugar, less junk-food and more real food with nutritional value.
I need to practise metacognitive skills that would boost learning such as: organisational skills, reading-skills, listening - skills and note-taking skills.	I should lead a more active lifestyle: regular exercise would be good for my brain-health and energy levels.

**Which metacognitive skill do I need to develop:**

Reading skills: such as deep-reading, speed-reading and being able to fully engage with texts.	Listening skills: being able to listen with full attention so as to better absorb information.
Interpersonal & Team - work skills: My learning would be boosted if I could work with others more effectively and productively.	Self-regulation & mental discipline skills: I need to learn to regulate my thoughts and feelings so that I can focus more on learning.

**Which of the 'Rights of the Child' have you not respected?**

All children at Holy Cross Catholic Primary school have the right to be safe (19)

All children at Holy Cross Catholic Primary school have the right to learn (28)

All children at Holy Cross Catholic Primary school have the right to be heard (12)

All children at Holy Cross Catholic Primary school have the right to non-discrimination (2)

**Teacher comment:**

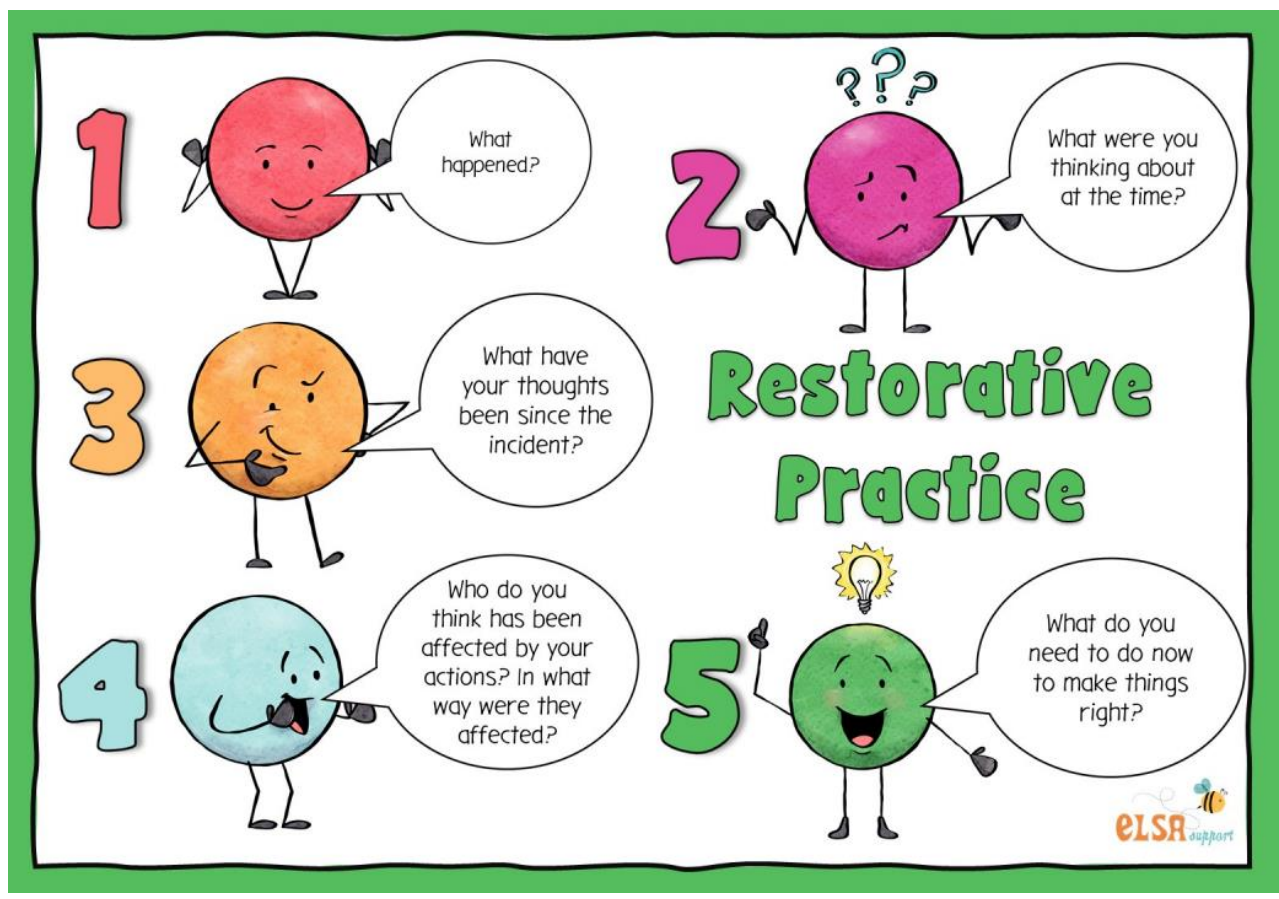
  
  

**Pupil comment:**

Now take some time to pray and ask for forgiveness.



Appendix 3



Restorative Conversations – Comic Strip Conversations



Child name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

WHAT ACTUALLY HAPPENED	<u>Before the incident</u>	<u>The incident</u>	<u>The consequence</u>
WHAT NEEDS TO HAPPEN INSTEAD?	<u>Before the incident</u>	<u>The better choice</u>	<u>The new consequence</u>

Completed with: \_\_\_\_\_