



Holy Cross Catholic Voluntary Academy

*We live, grow, learn and pray together in faith, showing
God's love in all we do and say.*



Part of the St Thomas Aquinas Catholic
Academy Trust
Behaviour Policy

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Headteacher:	Karen McVea
Chair of Governors:	Hilari Chetwood

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."
(Education Observed D.E.S)

PART 1 - INTRODUCTION

At Holy Cross Catholic Primary School each child is valued as a unique individual made in the image and likeness of God. As one community we live, grow, learn and pray together in faith developing respect for ourselves and others. The positive approach to behaviour management seeks to embrace the message of the holy Gospels, the teachings of our Lord Jesus Christ and the Catholic Church to enable the gifts and talents of every member of the community to flourish.

Our aim at Holy Cross is to take a restorative approach to behaviour management. Our focus is always on what good behaviour looks like, both inside and outside of the classroom. We praise positive behaviours and look for opportunities to teach the children what this looks like. If children do make mistakes then we encourage them to take responsibility for their actions, and with support decide how they can put things right.

We recognise that certain behaviours need a sanction, and these are clearly built into our school systems.

Holy Cross uses a team teach approach and are usually able de-escalate rather than use physical intervention. On the rare occasion that it is used, then a positive handling plan is put into place following local authority guidelines.

This policy covers behaviour in school and at break times, anti-bullying, anti-racism and any other forms of discrimination.

Placing Christ at the Centre, the context for this policy is:

- Rewarding good behaviour consistently is central to raising expectations and standards of behaviour across the school.
- All staff are responsible for encouraging positive behaviour.
- Good behaviour can be taught both at home and at school.
- Parents are recognised as the first teachers of their children and, as such, positive communication and relationships between home and school is viewed as essential.
- The Gospel value of forgiveness is given a high profile - when wrong choices are made the child will be encouraged to say sorry, make up for their mistake and begin again knowing that they have been forgiven.
- Catholic Social Teaching demands that the vulnerable are given priority; children displaying challenging behaviour are entitled to a nurturing approach in supporting them to make right choices – challenging behaviour is often symptomatic of underlying difficulties, and it is expected that staff will endeavour to establish the root cause of the issues a child may be experiencing and to support them appropriately. This may include obtaining advice from external agencies.

Aims

- For pupils to feel valued and safe at school.
- For pupils to enjoy coming to school.
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high expectations of children in all aspects of school life.

- Through effective use of praise, for staff to raise pupils' self-esteem both collectively and individually.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- For Golden Rules, rewards and consequences to be clear and to be consistently and fairly implemented.
- To encourage a positive home-school partnership, to promote children's education and high standards of behaviour.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.

Other relevant documentation: Special Needs Policy, Attendance Policy, Marking Policy, Positive Handling Policy.

Our purpose is: -

- to promote and encourage good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour, including bullying and discrimination
- to ensure that behaviour does not inhibit learning or impede potential

PART 2 – POLICY FOR CLASSROOM BEHAVIOUR

1. The Role of the Class Teacher

Teachers will establish consistent levels of acceptable behaviour with the support of parents, senior leaders and governors. Positive expectations, praise and reward are the key to successful classroom management. Through coaching and consistent positive encouragement, pupils will be taught and supported to make right choices and to take responsibility for the choices they make. Through provision of Quality First Teaching the optimum conditions for good learning mean that it is much more likely that good behaviour will result.

2. Rules

School rules are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult. They are designed to develop healthy relationships which demonstrate courtesy, good manners and mutual respect. When followed they have the effect of protecting children from injury, promoting care of belongings and equipment and maintaining a hygienic, healthy environment.

2.1 Golden Rules

- Be Kind
- Show Respect

Teachers will develop their own ways to attract children's attention in the classroom e.g., use of a tambourine or soft bell, hand signal, etc. These will be made clear to the children at the start of the year with regular reminders as necessary.

3. Rewards

There are many ways to reward children for making right choices, caring for others and the environment and completing work to a high standard. Every opportunity for giving genuine rewards to encourage a positive and calm atmosphere around the school is to be grasped. The rewards are:

- Verbal praise
- Name moves up: to Silver, then Gold Star
- Good work stickers
- Visit to head teacher
- Message home
- Child of the Week certificate
- Work of the Week certificate
- Special responsibility

3.1 Rewards Guidelines

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'stars'. Stars will be awarded at two points during the day.

If a child has remained on ready to learn they will receive a coloured star at lunchtime. This will then be refreshed after lunch and if the child remains on ready to learn during the afternoon they can earn another star. Each child can achieve a maximum of two stars a day.

In addition, children can be moved to silver or gold to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract them, staff may choose to reward the child on task.

If the child has achieved either a silver or a gold for behaviour which reflects our school mission, particularly good work/effort or consistently following our Golden rules, they can be awarded a silver or gold star. The child can then choose whether to wear the star or stick it in their books.

When moving a child to a gold or silver the member of staff should reinforce the good behaviour e.g. 'You can move to the gold star for waiting so patiently'.

As children collect stars, they will receive awards in the form of certificates and notes home, via ClassDojo.

50 stars	Bronze award
100 stars	Silver award
200 stars	Gold award
350 stars	Platinum award

Awards will be recorded on each child's individual 'Behaviour Card'.

If all children in a class achieve Bronze or Silver they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

Bronze Party: up to one hour
Silver Party: up to half a day

This treat should be decided in advance so that the children know what they are working towards.

When a child achieves a Gold award, they will be invited to a Golden Lunch with the head or another member of SLT. This will be held when a group of children have achieved the award

When a child achieves their Platinum award, they will receive a book linked to the curriculum for the following academic year.

Once a child completes a star chart this is to be given to Mrs McVea. Certificates will be issued and a photo sent home to parents using ClassDojo.

4. Consequences

During a lesson all children will be on the ready to learn space. They are taught that making wrong choices has consequences. Through experiencing the consequences of making a wrong choice, children will learn to adapt their behaviour choices over time so that they become more positive. It is understood that everyone makes wrong choices from time to time; the opportunity to say sorry, to put things right and to be forgiven is always there. Teachers recognise that it is the behaviour choice that is wrong, not the child who is 'bad' or 'naughty'. The consequences are:

- Reminder
- Reflect
- Reset A: 10 minutes of 'time out' within the classroom
- Reset B: 30 minutes of 'time out' in another classroom
- Reset C: the length of time is dependent on the child's age. In KS1 30 mins, LKS2 rest of session max 60mins, UKS2 rest of session. Reasonable adjustments to be made for SEN pupils. In UKS2 a time out C will also result in a loss of the following break and lunchtime.

After break and lunch the system will refresh and all children will return to ready to learn. If a child reached Reset A the next incident would result in Reset B.

4.1 Consequences Guidelines

At all stages, it will be made clear to the child what the Golden Rule is (high expectations) that the teacher expects them to follow and what the right choice looks like. Clear and explicit verbal warnings will be given, so that the child understands what it is about their behaviour choice that is unacceptable.

At reflect - if the child's behaviour improves then they will return to the ready to learn space at start of next lesson (use professional judgement). Teacher will be explicit with child, and for the benefit of that child and of other children, about what is happening and why e.g. "I can see that you are now making right choices, well done! I am pleased that you are now showing me 'good listening' by looking at me and sitting still, etc. You can now place your name back on the green traffic light."

A record of all children who get to this stage is to be kept each day. Persistent low-level disruption is a cause for concern as it interferes with the learning of others and the flow of the lesson. A decision will be made by senior leaders, in conjunction with the class teacher, about placing the child on a Behaviour Tracker should they be regularly receiving reflects and resets over time. Parents will be informed if their child is placed on a Behaviour Tracker.

At reset – there are three stages: A, B and C.

During reset, children will be required to reflect on their wrong choices and think about how they could 'put it right'; they may be given extra work or may have to repeat any unsatisfactory work until it meets the required standard. Children will always be expected to say sorry and make amends. Children who are persistently getting to reset A, B or C may be placed on a Behaviour Tracker; parents will be informed.

For children who get to reset C, further intervention may be necessary to support an improvement in behaviour. For children who repeatedly get to reset C a 'team around the child' meeting may be held to include all key 'in-school' professionals to consider whether referral to any other agencies, such as, SEMH, SEND, Educational Psychologist, etc. may be necessary. If necessary, parents will be informed and invited to a meeting to discuss arrangements and plans for supporting the child to remain included in class as much as possible. A personal inclusion plan (PIP) will be drawn up to support the child to improve his/her behaviour and to support class teachers managing implementation of any agreed strategies.

5. Behaviour Tracker

Children placed on a Behaviour Tracker will be given up to three achievable targets which will be agreed with them and their parents. Class teachers/staff will monitor the behaviour of the child during lessons and/or playtimes and will record good progress made. The Headteacher or a senior leader will sign the Behaviour Tracker every day.

6. Reset

Reset C takes place away from the classroom environment. For most children this involves completing their work for the remainder of the session in the Reset C room (door open), or corridor space near the headteacher's office. Staff will regularly check on the child to see if they need support with their work. Staff will talk with the child at some length about what went wrong for them and help them to think about how they can put it right. The child will be supported to make an apology and to put things right, in an age-appropriate way.

For a very few children who, for whatever reason, fail to comply with instructions or are engaging in behaviour which puts themselves or others at risk, positive handling may be necessary. Positive handling plans are put in place for such children, and parents are informed where this is the case.

7. Break & Lunchtime

We have the same high expectations of behaviour at break and lunch. If children are not following the Golden Rules during these times, the following sanctions will be applied.

- Golden Rule reminder
- 5 minutes of quiet time standing at the wall
- 10 minutes of quiet time standing at the wall
- Reflection

Reflection

The hall is used for lunchtime reflection, and is part of our restorative approach. If children refuse to do their 'wall time' consequence for making wrong choices when outside, they will be sent to reflection. However, staff will not 'chase' after children – if a child refuses to comply with the 5 minute or 10 minute 'wall time' consequence, their name will be entered in the reflection book, and they will have to complete a full lunchtime reflection the following day. Reflection is also used to unpick incidents that have happened. They should not be seen as a consequence, but as an opportunity to 'make amends'. Reflection is supervised by a member of SLT.

Lunch Club

Lunch Club is open every day, and attendance is by invitation only. Children are invited on the basis of need for support, and so on. It may be used as a reward for good behaviour.

8. Suspension/Exclusion

It is recognised and acknowledged that, for a small minority of children, the usual rewards and consequences system may not be enough to help them manage their behaviour or to keep themselves and others safe. Whilst suspension/exclusion remains a last resort, for such children this may be the only way of helping them to get the specialist support and learning environment that they may need.

Please refer to the school Exclusion Policy.

PART 4 – ANTI-BULLYING AND ANTI-DISCRIMINATION POLICY

"By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential."

DfE Preventing and Tackling Bullying, July 2017

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Let's put a STOP to bullying and discrimination

Children will be taught through lessons and assemblies that bullying and discrimination in all forms is unacceptable. Staff at Holy Cross Catholic School will be proactive in teaching children about what bullying is, how to prevent it, and what they should do if they are bullied (or realise they are engaging in bullying behaviour themselves). Drama workshops and visits will enhance the teaching of anti-bullying and discrimination.

The S.T.O.P. mantra provides a simple way for children to understand what bullying is and what they should do about it:

Let's put a STOP to bullying:

Several Times on Purpose

Start Telling Other People

How to get help

Children will be taught about the Helping Hand – a list of five people who they can go to for help and support should they need it (one written on each finger of the hand image) e.g. parents, teacher, teaching assistant, friend, and so on.

In Key Stage 1, pupils have a Listening Box in the classroom which they can put their name in; this is an indication that they wish to talk to their teacher privately.

In Key Stage 2, children use Think Books to communicate privately with their teachers. Think Books contain written messages which will be replied to in writing or in person, if required. They will be signed and dated by the teacher as acknowledgement that they have been read. Think Books are checked on a daily basis and issues dealt with immediately. In the event of serious issues, these will be recorded clearly on the school's record keeping system (CPOMS).

Investigation

All incidents of bullying and discrimination will be investigated by staff and consequences will be applied alongside support and coaching for any victims and perpetrators.

The role of parents

Parents are asked to report any concerns around bullying or discrimination to the child's class teacher, to the school Pupil Wellbeing Lead (Mrs. Neville) or to the Headteacher (Mrs. McVea), as soon as possible. The school will investigate all concerns promptly and will get back to parents to let them know how the matter has been dealt with.

Complaints

Please refer to the school's complaints policy. Our aim is to deal with all concerns quickly and positively. If you are worried or wish to make a complaint, please speak to the headteacher.

Appendix A – Equality Act 2010

Holy Cross Catholic School is committed to complying with the Equality Act 2010, as required by law. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and academies are required to comply with the PSED. In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and academies and to other independent schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Ref: DfE Preventing and Tackling Bully, July 2016

Appendix B – Information from specialist organisations about tackling bullying

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'
- Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples' mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.