Behaviour Policy

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Contents

Our Mission Statement

At Holy Cross, we are very proud of our school motto and our Catholic ethos; **Loved, Valued, Challenged**.

Loved: We love one another as Jesus taught us – our friends, our families and those who we may never meet.

Valued: We value everyone – everyone is important; pupils, staff, parents, governors, and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged: We challenge each other – not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

Our Vision

At Holy Cross, we aim to develop a caring Catholic community based upon the life and example of Jesus Christ, which envelopes the life and lives of everyone and everything in our school. It is through Christ's message of love and forgiveness that the children, staff, both teachers and ancillary, parents and governors, preserve the essential Catholic ethos of the school.

The school aims to provide a challenging curriculum that reflects our philosophy, broadly balanced and relevant, and to support the development of the whole child to his/her full potential. At Holy Cross, everybody matters, therefore we encourage all to show respect to each other and the environment.

Policy Aim

It is a primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring and loving community, whose values are built on Gospel Values, mutual trust, and respect for all.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe, and secure.

The school has several core rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Statement of Intent

Holy Cross Primary believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs, or vulnerabilities, and will address these needs via an individualised graduated response. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Overall Objectives
- To motivate children to achieve their full potential.
- To provide safety and wellbeing for all children by raising awareness of appropriate behaviour.
- To teach pupils that actions & choices have consequences – consistent praise and sanctions.
- To promote consideration and respect for others by promoting harmony within our school community regardless of differences.
- To manage conflict and tensions by repairing harm and building relationships.
- To implement a consistent behaviour management framework that is clear and understood by all members of the Holy Cross community.
- To encourage virtuous and Christian behaviour values and attitudes.

    "I give you a new commandment, love one another; just as I have loved you."   (John 13:34)

Ethos

At Holy Cross Primary, we believe that all children have the right to develop their potential and our aim is to create a welcoming, caring environment where children feel safe and happy.

Staff are committed to their responsibility for children's social and emotional attitudes to learning and managing behaviour appropriately, as laid down in the Professional Standards for Teachers. Essentially our Ethos is demonstrated by the outward signs and the personal experiences of the teachings of Christ and the Catholic Church in the totality of daily life in our school.

We recognise that for the children to fulfil their potential, the Gospel values need to be explicitly named, defined, modelled and for all pupils to be supported to understand how they relate to their lives both at school, at home and in society.

At Holy Cross, this enterprise is not in addition to the quest for academic success and high standards of behaviour but integral to it.

The **Gospel values** are taken from Luke's Gospel and explicitly taught at Holy Cross which include:
- Love
- Compassion
- Forgiveness
- Hope
- Preferential option for the lost and least
- Justice
- Humility
- Integrity
- Simplicity
- Non-violence

Catholic Virtues

Our values will then influence our culture which is created by the actions of our school community. Virtues are positive patterns of behaviour intended to respect God, ourselves and our brothers and sisters. Therefore, our children learn about the Theological and Cardinal virtues and how to develop the positive patterns of behaviour required to live Christian and virtuous lives. The intention is to create a distinctively Catholic place of educational and spiritual development where a virtuous culture is focused on our Gospel values and on Christ being at the centre.

Aims
- To ensure that Christ is at the centre of all that we do
- To motivate children to do their best
- To value achievement and raise self-esteem
- To promote safety and well-being of all pupils
- To promote consideration and respect for others
- To teach pupils that actions and choices have consequences restoratively
- To raise awareness of appropriate behaviour
- To respond to challenging behaviour restoratively
- To help those harmed by others actions restoratively
- To continue to develop the spiritual and moral standards of our pupils

Communication and Parent Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the SENDCO, Senior Leadership Team and Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Policy Sources

Christ at the Centre: A Summary of Why the Church Provides Catholic Schools, Bishop Marcus Stock (2005)

Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)

Teach Like a Champion, Doug Lemov (2015)

Improving Behaviour in Schools, The Education Endowment Foundation (2019)

When the Adults Change, Everything Changes, Paul Dix (2017)

Legal Framework

1.   Legal framework

1.1.   This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2.   This policy operates in conjunction with the following school policies:
- **Anti-Bullying Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Safeguarding Policy**
- **Exclusion Policy**
- **Physical Restraint and Reasonable Force Policy**
- **Complaints Procedures Policy**

2. Roles and responsibilities

2.1. The **Local Governing Body** has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social, Emotional, Mental Health-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.2. The **headteacher** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents, and pupils at least once a year.
- Reporting to the Local Governing Body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. The **mental health lead** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENDCO, headteacher and Local Governing body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENDCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents, and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAHMS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education, and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as secondary school teachers or alternative providers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

2.4. The **SENDCO** is responsible for:
- Collaborating with the headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths an area for improvement and advising on the effective implementation of support.

2.5. **Teaching staff** are responsible for:
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the Headteacher, SENDCo and Mental Health Lead up-to-date with any changes in behaviour.

2.6. **All members of staff, volunteers and support staff** are responsible for:
- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

2.7. **Pupils** are responsible for:
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

2.8. **Parents** are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

3.1. 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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involved 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
- 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

3.2. 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
- Refusing to complete homework
- Use of mobile phones without permission
- Graffiti

3.3. "Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.

3.4. "Challenging behaviour" is defined as:
- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger to other pupils or members of staff
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of another staff member

4. Smoking and Vaping

4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

4.2. Parents, visitors, and staff are instructed not to smoke or vape on school grounds and should avoid smoking or vaping in front of pupils and/or encouraging pupils to smoke or vape.

4.3. In the interest of health and hygiene, the school requests that people refrain from smoking or vaping outside the school gates.

4.4. Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

5. Prohibited sexual harassment

5.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

5.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements

5.3.   The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

5.4.   Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

5.5.   The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

5.6   Prohibited items include:
- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations :
  - tobacco and cigarette papers;
  - e cigarettes or vape
  - fireworks; and
  - pornographic images.

6.   Effective classroom management

6.1.   The school understands that well-managed classrooms:
- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

6.2.   Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to:
- • Conduct themselves around the school premises in a safe, sensible, and respectful manner.
- • Follow reasonable instructions given by staff.
- • Behave in a reasonable and polite manner towards all staff and pupils.
- • Show respect for the opinions and beliefs of others.
- • Complete classwork as requested.
- • Hand in homework at the time requested.
- • Report unacceptable behaviour.
- • Show respect for the school environment.

6.3.   Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:
- • Classroom rules
- • Routines
- • Praise
- • Rewards

Classroom rules

6.4.   Teachers will introduce the BE curriculum with pupils and establish the core principles for school and classroom rules. This will be explicitly taught in the first week of the next term and then revisited at the start of each half term. Pupils will be explicitly taught to know what is acceptable behaviour and the consequences if rules are not adhered to.

6.5.   Teachers ensure that the BE curriculum school rules are always clear, comprehensive and enforceable.

6.6.   Attention is given to how rules are worded – teachers ensure they use positive language rather than negative.

6.7.   Teachers ensure that all pupils fully understand what the BE curriculum involves and what is expected of them.

6.8.   Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

6.9.   Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

6.10.   Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Routines

6.11.   The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

6.12.   Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

6.13.   Routines may include activities such as the following:
- • Standing behind chairs before the class starts and sitting down upon the teacher's instruction
- • Handing out exercise books at the beginning of the lesson
- • Writing lesson objectives down
- • Putting chairs on top of the desk at the end of the day

6.14.   Once a routine has been established, the teacher models this for pupils to ensure they understand it.

6.15. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

6.16. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

6.17. The school recognises that praise is key to making pupils feel loved and valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

6.18. When giving praise, teachers ensure:
- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

6.19. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

6.20. Praise that is given is always sincere and is never followed with immediate criticism.

6.21. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

6.22. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

6.23. The school uses three different categories of rewards – these are:
- Social – praise and recognition, e.g. a positive phone call or class dojo message home.
- Physical – material rewards, e.g. dojo points (house points), stickers or certificates.
- Activity – activity-based rewards, e.g. extra play, free time.

6.24. Teachers may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:
- Stickers (age-appropriate)
- Certificates
- reward time
- Class celebrations (attendance)
- Phone calls and dojo messages home
- Extra breaktime

Achievement Assembly

During Achievement Assembly, we celebrate the following achievements each week:
- Two children selected for certificates for displaying the positive learning behaviours (curiosity, motivation, resilience, perseverance, self-belief, independence)
- One child selected for either STAR listening or STEPS manners (alternates each week). This child will spend time with the Headteacher the following week having a hot chocolate and a biscuit
- Curriculum leader(s) share their learning during the week linked to the curriculum themes

- The Headteacher may give a special mention to a child/children
- Teachers may select a 'Heart which sees' award
- Class attendance for that week will be shared
- Each teacher will name children they have spotted for 'Wonderful walking' consistently that week and dojo points are awarded
- Children can choose to bring awards from home to share with the whole school

7. Positive relationships and approach

7.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

7.2. Teachers will enforce several strategies to establish positive relationships with their pupils – these may include:
- Meet and Greet - Welcoming pupils as they line up on the playground or when entering the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

7.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:
- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Embedding STEPS manners to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.
- At Holy Cross, we teach pupils to follow STEPS for manners:

S – Say Sir or Miss if you do not know a person's name
T – Thank you
E – Excuse me
P – Please
S – Smile when using your manners

7.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

7.5. The school aims to promote resilience as part of a whole-school approach, using the following methods:
- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the 'BE' curriculum (Behaviour and Expectations), including leadership practice, policies, values and attitudes, alongside the social and physical environment

- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing and is rooted in the Gospel Values to develop children's Catholic character education
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

7.6. Positive mental wellbeing will be promoted through:
- Teaching PSHE/RSHE curriculum
- Counselling (as required)
- ELSA / Nurture group support
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

7.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

7.8. We always aim to maintain positive working relationships with parents. However, the school will not tolerate verbally or physically aggressive parents on the school premises. The Head teacher has the power, as a person with a right to be in the school (an employee of the school) to tell a parent who uses offensive language such as the "F" word in school to leave, and the parent may be prevented from further access to school premises.

7.9. Link to DfE government publication called "Controlling access to school premises":-
https://www.gov.uk/government/publications/controlling-access-to-school-premises/controlling-access-to-school-premises

8. The classroom environment

8.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

8.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:
- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

8.3. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

8.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

8.5. Teachers establish different methods for regaining pupils' attention.

8.6. STAR Listening is expected by pupils at all times.

9. Understanding behaviour

9.1. Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:
- **Antecedent (A)**: what happens before the behaviour occurs.
- **Behaviour (B)**: the behaviour that occurs.
- **Consequence (C)**: the positive or negative results of the behaviour.

9.2.   Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

9.3.   When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

9.4.   A positive individual behaviour plan is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

9.5.   Necessary staff members will be familiar with the pupil's behaviour plan to ensure staff are equipped to deal with instances of negative behaviour.

9.6.   Pupils and their parents are involved in the development of the behaviour plan, and this is reviewed regularly by the teacher and SENDCo.

10.   De-escalation strategies

10.1.   Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

11.   Intervention

11.1.   In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

11.2.   Physical restraint may be appropriate in the following situations:
- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury, or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

- A pupil is behaving in a way that is seriously disrupting a lesson, event, or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

11.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

11.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

11.5. Any physical intervention used will be conducted in line with the Physical Restraint and Use of

Reasonable Force Policy

11.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

11.7. After an instance of physical intervention, the pupil will be immediately taken to the headteacher or member of the Senior Leadership Team and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

11.8. Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

11.9. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

12. Managing behaviour

12.1. Instances of poor behaviour are taken seriously and dealt with and reflected upon between the adult dealing with the incident and the pupil, using the school reflection sheet. Where de-escalation strategies and the reflection sheet are not effective, the school adopts a four-stage process for handling challenging incidents.

12.2. The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

12.3. After an initial incident of negative behaviour, the following sanctions are implemented:
- The pupil is sent to the headteacher immediately, or in their absence, the most senior member of staff.
- The headteacher investigates the incident and decides whether or not it constitutes as challenging behaviour.
- If the headteacher deems the behaviour to be challenging, they will record the incident on CPOMS.
- The headteacher or staff member dealing with the incident, will inform the pupil's parents. The staff member will phone the parent if the incident is deemed serious and may possibly invite them to a follow up meeting with the Headteacher and SENDCO/ Mental health lead to discuss the incident further if required.
- Parents will be made aware that a repeat offence will result in the pupil being monitored with an individual behaviour plan– if they do not already have one.
- Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff. There may be a need for referral to external agencies for additional support.

12.4. Following a second incident of challenging behaviour, the following sanctions are implemented:
- An individual behaviour plan will be developed for the pupil in line with this policy for a set period of time as determined by the headteacher.
- If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments on their individual behaviour plan.
- The class teacher, SENDCo, Mental Health Lead and Headteacher will review the individual behaviour plan if the challenging behaviour continues.
- Parents will be informed that the pupil has an individual behaviour plan and that any further instances of challenging behaviour may result in suspension.

12.5. Following a third incident of challenging behaviour, the following sanctions are implemented:
- The headteacher will consider whether the pupil should be suspended (for a fixed term) or issued with a period of internal isolation in line with the school's Exclusion Policy and determine the length of the exclusion or isolation.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication diculties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
  - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
  - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENDCO.
  - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.

- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHCP needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be adapted to outline the necessary provisions in place.
- The Headteacher and SENDCo will decide whether it is necessary to complete an Early Help Assessment if multi-agency support is necessary.
- If behaviour is increasingly volatile, the Small Steps or SBAP team will be informed.
- Following a fourth incident of challenging behaviour, the following sanctions are implemented:
- The headteacher will enforce a suspension in line with the school's Exclusion Policy.
- When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- When returning to the school, the pupil will have an individual behavioural plan in place and a risk assessment (if necessary).
- Parents will be made aware that a further incident could result in permanent exclusion.

- Where a pupil is identified as having SEMH difficulties, but a request for an EHCP needs assessment is rejected or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

12.6. For punishments to be lawful, the school will ensure that:
- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

12.7. The school will ensure that all sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

Sanctions

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:
- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the teacher or TA requires from the child.
- Sanctions should be proportionate to the behaviour

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the Reminder and warning (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of Disruptive or Difficult behaviours it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit **Disruptive** or **Difficult Behaviour**, adults will respond calmly following the scripted intervention set out below.

Tiered Sanction	Explanation and Feedback
Reminder	A verbal reminder of the rules Example: "_____, you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future." "You know our rules…Loved, Valued, Challenged."

Verbal warning	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: "_____, you are shouting out which is breaking our school rule of being respectful. This is your WARNING. Next time I have to speak to you it will be a yellow card. Please raise your hand in future."
Name on the board – Written warning	Explain that they have still chosen not to follow our school rules and as a consequence they have received a Written warning. This means they must speak to you for a few minutes at break-time. Example: "_____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now received a Written warning and will need to speak to me at break time."
Red Reflection (at playtime)	Explain that they have continued to choose not to follow the rules and as a consequence they have received a Red Reflection. This means that they will now need to spend the full break time reflecting on their choices outside the SEND room or outside Mrs McNamara's office. In instances of *Difficult Behaviour* a member of SLT will also discuss the behaviour with the child. Example: "_____, you are continuing to break the school rule of being respectful and have now received a RED REFLECTION. You will now spend your break time thinking about the choices you have made in class in with me outside Mrs McNamara's room." (if serious behaviour)

Restorative Conversations

Once a child has been allocated a RED Reflection, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection sheet. Copies of Behaviour Reflection sheets should be kept by the teacher for reference. A copy of the reflection sheet should also be sent home for parents to read.

Restorative feedback involves asking the following questions:
- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

13. Behaviour off school premises

13.1. Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform.

13.2. Staff can sanction pupils for misbehaviour outside of the school premises.

13.3. Staff 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.
   • In any way identifiable as being a pupil at the school.

13.4. Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
   • Could negatively affect the reputation of the school.
   • Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
   • Could disrupt the orderly running of the school.

13.5. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

13.6. The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour, which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

13.7. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

13.8. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

14. Staff training

14.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

14.2. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour through Coping with risky behaviours training – this training is updated regularly.

14.3. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

14.4. All staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force Policy.

14.5. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

14.6. Senior members of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

14.7. Teachers and support staff will receive regular and ongoing training as part of their development.
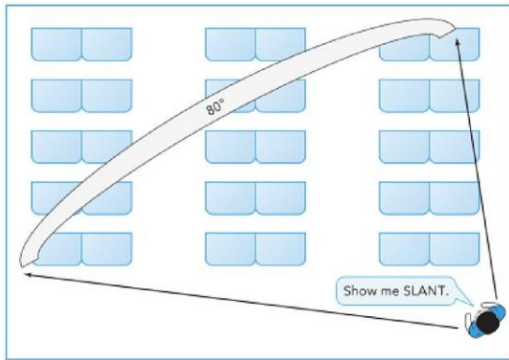
15. Monitoring and review

15.1. This policy will be reviewed by the Headteacher, SENDCo and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

15.2. This policy will be made available for Ofsted inspections and review by the lead inspector, upon request.

Classifying Behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

Examples of Desirable Behaviour:	Staff members responsible for feedback:
Going *above and beyond* expectations Relishing challenge Working together Engaging enthusiastically in lessons Listening carefully Being kind Looking after the school environment Using Fantastic Walking High standards of respiratory and tactile hygiene Good manners	All staff
Examples of Disruptive Behaviour	**Staff members responsible for feedback:**
Minor misbehaviour in corridors or around school (running, wrong side etc.) Dishevelled uniform (untucked shirt) Untidy written work Shouting out in class Swinging on their chair Disengagement in class/worship/assembly Distracting others Negatively impacting on the learning of other pupils Talking in class Failure to follow instructions Entering the school building needlessly at break/lunchtime Showing a lack of care for school property Not respecting other pupils' personal space Touching or pushing one another when lining up Rude or disrespectful behaviour – using unkind words	Class teachers, Teaching Assistants, Learning Support Assistants and Lunchtime Supervisors
Examples of Difficult Behaviour:	**Staff members responsible for feedback:**
Persistent disruptive behaviour (see above) Refusal to complete tasks set Kicking out (not directly at a person) Throwing objects (not directly at a person) Hitting out (not directly at a person) Damaging school property intentionally Non-aggressive swearing Being dishonest	Class teachers, Teaching Assistants, Learning Support Assistants, Lunchtime Supervisors and Deputy Headteacher
Examples of Dangerous Behaviour:	**Staff members responsible for feedback:**
Persistent difficult behaviour (see above) Stealing Spitting (on the floor or at others) Coughing/breathing on others deliberately Targeted hitting, pinching or kicking Throwing objects at a person Running out of class/away in public places Damaging or destroying school property Racist, homophobic or prejudicial language Aggressive swearing (directed at another person)	Headteacher and Deputy Headteacher

Behaviour Management Strategies

Strategy	Explanation
Meet and Greet	Teachers Meet and Greet the pupils on the playground, after morning break time and after lunch. The children in KS2 will say the Thank you prayer together before silently walking back in to school.
"Do Now" activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins.
"Review Now" follow-up	Briefly recap the answers of the "Do Now" together as a class.
STAR	Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym STAR: • Sit up straight • Track the speaker • Ask and Answer Questions • Respect those around you
Engineer Efficiency	Teach pupils the simplest and fasted procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine.
Pastores Perch	Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking. Position yourself in the corner of the classroom so that you now able to see all learners simultaneously
Be Seen Looking	Show that you are monitoring the class closely by titling your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked.
Least Invasive Intervention	Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours: 1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person … and 100%.' 3. Verbal named reminder: "I notice that you are shouting out, _____. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."

Cold Calling	Call on students to give verbal responses regardless of whether they have raised their hands. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It is also enables the teacher to assess all pupils and not just those who have raised their hand. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Call's positive.
No Opt Out	Turn 'I don't' Know' into success by ensuing that pupils who won't try or can't answer practice getting it right. Format 1: The teacher provides the answer, the pupil repeats the answer Format 2: Another student provides the answer, the initial student repeats the answer Format 3: The teacher provides a cue, the pupil uses the cue to find the answer Format 4: Another pupil provides the cue, the initial pupil uses the cue to find the answer
Right is Right	When responding to answers in class, hold out for answers that are 'all-the-way-right". Probe and encourage until the question posed have been answer in full and well. Eg. "Can you explain what you mean in more detail?" "Can you develop your answer further?"
Stretch It	Reward right answers with harder questions. In addition to posing a challenge to a successful pupil, Stretch It can help you ensure the reliability of the correct answers when you make your follow-up question a "how" or "why" question. With consistency of application, Stretch It can help build a culture where pupils want, expect and relish a challenge, embracing a growth mindset.
Format matters	When responding to answers in class pupils should speak in full sentences that are grammatically correct and ensure all other pupils can hear them. (SHAPE - sentences, hands away from face, articulate, projection, eye contact)
Warm/Strict	Be both warm and strict at the same time to send a message of high expectations, care and respect. It is possible to be clear, consistent and firm while being positive, enthusiastic and thoughtful. This sends the message that having high expectations is part of caring for and respecting someone. This can be achieved by: • Explaining to students why you're doing what you are doing • Distinguishing between behaviour and people • Demonstrate that consequences are temporary • Warm non-verbal behaviour

Behaviour Contract

Agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals. The behaviour contract is completed if a child receives 3 Red Reflections sheets within one term.

Pupil name: _____ Date: _____

My goals

1 _____

2 _____

3 _____

To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____

When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____

These are the consequences if I don't meet my goals:

_____

_____

_____

These are the rewards if I meet my goals:

_____

_____

_____

My contract will be reviewed on (date): _____

Pupil signature: _____

Teacher signature: _____

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Classroom Rules

Please see the separate Behaviour and Expectations (BE) Curriculum document that specifically explains 'The Holy Cross Way'.

Our Classroom Rules

We will explicitly teach, model, and practise the routines and school rules so that all pupils know how to behave when they are in class and around the school. This will also ensure that our school rules become good habits. Together, we have created our rules and agreed that we will stick to them. This will make sure our whole class is happy and we can get on with our work. Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

I will:

S – Sit up straight
T – Track the Speaker
A – Ask and answer questions
R – Respect those around me

Each class will select a 'Star of the week'. This person will be chosen because they have shown the best 'STAR' listening that week.

I understand that if I don't follow the rules there may be consequences:

Reminder: The teacher gives me a reminder. I should stop what I am doing and remember the classroom rules.

Verbal warning: The teacher asks me to stop the behaviour. I should stop doing what I'm doing.

Written warning: My name will be written on the board. I should stop the wrong choices behaviour I am showing. I will talk to my teacher for a few minutes about my behaviour at break time.

Red Reflection: The teacher tells me to stay behind at break time. I must think about why I am acting this way and make sure it does not occur after the lesson. A restorative justice sheet (gingerbread man sheet) to be completed.

All classes are expected to follow 'STEPS' for showing great manners as part of being 'charming'.

S – Say 'Sir' or 'Miss'
T – Thank you
E – Excuse me
P – Please
S - Smile

Behavioural Management Observations Review Form

Name of pupil:		**Year group:**	
Name of key worker:		**Date:**	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What effective strategies could we implement to help the pupil achieve their targets?

Additional comments
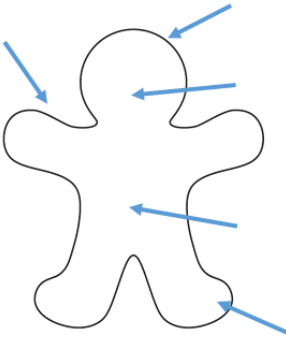
Reflection Sheets

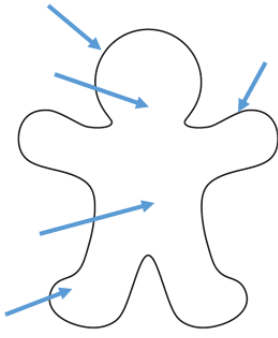**Reception and Key Stage One**

Stop and think!

My stop and think actions

Reflect what led to things going wrong?

My actions

How can I make a repair?

Key Stage Two

Reflections

Name _____

Date _____

Reasons for My Behaviour

Description of My Behaviour

Consequences of My Behaviour

How do I feel?

How has my behaviour affected others?

Other Consequence(s)

Next time I will _____
_____
_____
_____
_____

Student_____
Teacher_____
Parent _____

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