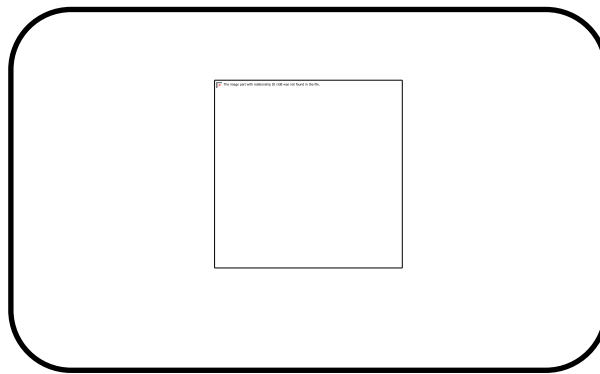


Holy Cross RC Primary School



Behaviour Policy and Statement of Behaviour Principles

Signed _____ [Headteacher] Date November 2025

Signed _____ [Chair of Governors] Date November 2026

Next review Date November 2026

Behaviour Policy and Statement of Behaviour Principles

At Holy Cross Catholic Primary School, our behaviour policy reflects the Gospel value of treating others as we would like to be treated.

1. Aims:

This policy aims to:

- To create a positive environment/culture which encourages and reinforces excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values and ethos of the school
- To outline the expectations and consequences of behaviour.
- To promote self-esteem, self-discipline and positive relationships
- To define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To provide a consistent approach to behaviour management that is applied equally to all pupils.
- To encourage the involvement of both home and school in the implementation of this policy.

2. Legislation, statutory requirements and statutory guidance:

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Behaviour in schools: advice for headteachers and school staff 2024: https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour

- policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited item, such as knives or weapons or stolen items
- Aggressive and/or threatening language and/or behaviour towards others.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments or inappropriate touching
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities:

5.1 The governing board

The Q&s committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Q&S committee.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour logs on CPOMS are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Teachers and staff:

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers:

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are in-year arrivals.

6. Pupil code of conduct:

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Rewards and sanctions:

7.1 List of rewards and sanctions

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- ☐ Praise
- ☐ Dojos/house points
- ☐ Stickers/prizes/class certificates (See appendix for how this works in practice)
- ☐ Weekly/termly, annually awards (See appendix 2 for full list)
- ☐ Special responsibilities/positions within the school

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in a reasonable, measured and proportionate manner to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- ☐ A verbal warning
- ☐ Yellow card for repeated misbehaviour following a verbal warning, which can be rescinded if behaviour improves
- ☐ Red card for continuing repeated misbehaviour which results in sending the pupil out of the class for a set period of time
- ☐ Expecting work to be completed at home, or at break or lunchtime
- ☐ ALT at lunchtime (in KS2) Missed playtimes in KS1 & KS2
- ☐ Referring the pupil to a senior member of staff
- ☐ Meetings with or phone calls home to parents
- ☐ Suspensions or exclusions

7.2 Off-site behaviour:

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- ☐ Create and maintain a stimulating environment that encourages pupils to be engaged
- ☐ Display the pupil code of conduct or their own classroom rules
- ☐ Develop a positive relationship with pupils, which may include:
 - ☐ Greeting pupils in the morning/at the start of lessons
 - ☐ Establishing clear routines
 - ☐ Communicating expectations of behaviour in ways other than verbally
 - ☐ Highlighting and promoting good behaviour
- ☐ Concluding the day positively and starting the next day afresh
- ☐ Having a plan for dealing with low-level disruption
- ☐ Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- ☐ Causing disorder
- ☐ Hurting themselves or others
- ☐ Damaging property

Incidents of physical restraint must:

- ☐ Always be used as a last resort
- ☐ Be applied using the minimum amount of force and for the minimum amount of time possible
- ☐ Be used in a way that maintains the safety and dignity of all concerned
- ☐ Never be used as a form of punishment
- ☐ Be recorded and reported to parents
- ☐ Be risk assessed as necessary, reasonable and proportionate

Individual positive handling plans (PHPs), in conjunction with individual behaviour plans, will be drawn up where necessary.

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be a way to communicate that they are suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding policy for more information.

10. 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. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENDCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Behaviour management will form part of continuing professional development.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the FGB every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB every year.

14. Links with other policies

This behaviour policy is linked to the following policies:

- ☐ Safeguarding policy
- ☐ Anti-Bullying Policy
- ☐ Equality Policy
- ☐ Restrictive interventions Policy
- ☐ Child friendly version of the Behaviour policy, written by school council 2026

Appendix 1: written statement of behaviour principles

At Holy Cross School our rules are based on the greatest commandment of 'love one another as I have loved you' or for the children 'treat others as you would like to be treated' and the values of being a good citizen.

We encourage the positive, the 'do's' rather than the 'do not's'. Each class will create their own class rules at the beginning of each year, to which the children will sign up to. These will be actively encouraged and consistently applied and reinforced.

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that aggressive or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the FGB annually.

Appendix 2: Procedures on use of class behaviour chart, prizes and rewards:

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This applies to adults as well as children.

All children begin each session as a fresh start. They receive praise and dojos for any positive behaviour in each session. At the end of the day, children will receive a shooting star sticker to share good news with their parents about any outstanding behaviour witnessed during the day.

If a child's behaviour falls short of expectations and disrupts the learning of others, then a verbal warning will be issued by the class teacher.

If this warning is not heeded, then a yellow card will be given which is a visual aid to change any inappropriate behaviour. The accompanying sanction is to miss 5 minutes of breaktime. Any child who has been given a yellow card during a session has the opportunity to regain their playtime if they change their behaviour.

If the behaviour continues, then a red card will be given which means to be sent to partner class. If a child has been given a red card for repeated misbehaviour they are sent to partner class for an age appropriate time. Parents will be informed at the end of the day.

If there are any instances of poor behaviour during breaktimes, then the same procedure will be followed. A verbal warning, a yellow card and a red card.

If a pupil receives a yellow card in the dining hall or on the playground they will sit on the quiet bench for 5 minutes. If a red card is issued the pupil will be sent inside to the SLT offices for an age appropriate time.

If another pupil or staff member is hurt by a pupil's behaviour, then SLT will be called for to resolve the incident. In cases such as these, parents will be informed and a decision whether to internally or externally suspend will be made. This is the same for any instances where school property is damaged.

Any unsafe behaviour, such as a pupil trying to abscond from the premises, will be dealt with by SLT and appropriate decisions about suspensions and H&S implications will be made in discussion with parents and in some cases with external professional bodies.

We believe that reparation helps build strong communities and helps children take accountability for their actions. This will always be an option for all pupils, but we understand for some children this may take time.

Full list of awards and certificates:

Citizenship award voted by peers (weekly)

- ☐ Learning skills certificates awarded by the class teacher for evidence of the learning skill focus
- ☐ Extra play for all those who always behave in line with the policy and who have achieved their individual rewards charts
- ☐ Dojo points (which convert to house points) (individually, group or whole class). Dojos are always awarded as rewards and not removed as sanctions
- ☐ Citizen cloth award (all staff 3 x per year)

- ☐ Learning skills award (all staff 3 x per year)
- ☐ The Good Samaritan Key Stage awards (EYFS, KS1, LKS2, UKS2) for kindness (all staff annually)
- ☐ St Paul Award for positive change Key Stage awards (EYFS, KS1, LKS2, and UKS2) for kindness (all staff annually) It may not always be possible to award this every year in all key stages.
- ☐ The Samson Key Stage awards (EYFS, KS1, LKS2, and UKS2) for kindness (all staff annually) It may not always be possible to award this every year in all key stages.
- ☐ Individual reward charts for pupils with additional needs.
- ☐ Weekly Mathematician and Writer award from each class.
- ☐ Handwriting award when appropriate
- ☐ Pen Licence when appropriate.