



*Jesus is the centre of our lives,  
Our learning and friendships.  
In a safe, happy and caring community  
Where all are welcome.*

# **HOLY CROSS CATHOLIC PRIMARY ACADEMY**

## **POSITIVE BEHAVIOUR POLICY**

**MAY 2020**

**REVIEW MAY 2022**

**Holy Cross Catholic Primary Academy**  
**Positive Behaviour Policy**

Mission Statement

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**Guiding Principles**

As a Catholic school, we hold the Gospel teaching as central to our purpose and the basis of our relationships with all our members. Each person, valued as God's creation, is deserving of respect and Christian love. Children learn behaviour from those around them.

It is our aim at Holy Cross to help children to develop self-discipline and an awareness of acceptable behaviour. It is our responsibility to model and teach appropriate behaviour, recognising that different children have different needs. We strive to develop an ethos that will encourage good behaviour in our school.

A consistent, whole-school approach to behaviour enables the children to understand our expectations more clearly. All staff including but not limited to: Teachers, the Midday Supervisors, Governors, ancillary staff and administration staff, are responsible for the behaviour of any child in the school.

All children are expected, encouraged and helped if necessary to be respectful, polite and helpful to each other and all adults for example; Children are expected to look at the person they are speaking to and are taught, if necessary, the common courtesies of everyday life and these are reciprocated by adults in school.

Parents are also most important partners in our behavioural system. We recognise the need to share successes with parents as well as discussing problems with them. We create ample opportunities to work with parents by making time available after school for parents whom we may wish to see or who may wish to see us and also by being proactive in contacting them should the need arise. Parents are made aware of incidents which occur in school and the strategies available to deal with the situation.

**Aims**

For all staff with all children:

- To recognise the dignity and full potential of every member of our school community, actively promoting a sense of security and self-worth.
- To encourage good behaviour through praise and discourage unacceptable behaviour.

- To ensure that the school's Positive Behaviour Policy and the values represented in our formal and informal curriculum reinforce one another.
- To promote the highest possible degree of consensus about standards of behaviour among staff, children and parents.
- To raise self-esteem and promote positive behaviour by valuing effort and recognising success.
- To teach the children to become self-disciplined and independent learners.
- To foster attitudes of respect for and understanding of others of different abilities, cultures and beliefs.
- To promote racial equality, good relations and eliminate racial discrimination.

### **School Code of Conduct**

It is expected that all members of the school community will follow the School Code of Conduct. The School Code is a reminder of how to behave and is displayed at points in the building. Adults and children are expected to:

- Treat each other with respect.
- Respect the property of individuals and the school.
- Use positive actions and words so as to not cause harm or upset to others.
- Listen and respond to instructions.
- Be ready and willing to learn.

### **School Guidelines**

As a school we take the care and safety of our children very seriously. We provide a happy environment in which to work, grow and play. Our rules are positively phrased. The school's expectations are listed below.

### **Around the School**

Children are expected to:

- show good manners towards adults and each other
- walk sensibly and quietly around the school
- listen attentively during assembly and at lessons
- line up quickly and quietly

### **In Class**

Class rules will be based on the School Code of Conduct. Teachers and children negotiate the rules for the classroom at the beginning of the academic year and are reminded of these rules regularly. Class rules must incorporate the following:

Children are expected to:

- listen to and respond to teachers' instructions
- show respect and kindness to each other
- treat other children's belongings with respect
- contribute to the creation of a happy and pleasant working environment
- bring correct equipment to school
- ask the teacher's permission before leaving the classroom
- wear correct uniform and PE outfit
- take care of our school and its equipment
- be polite at all times

### **At Break times**

All children are expected to:

- play appropriate playground games sensibly
- show respect and obedience to members of staff on duty
- walk to line up when the second bell is rung
- be indoors only with permission and supervision

### **Before and After School**

- Use of the play equipment and games involving balls is not permitted
- Bikes/scooters are not allowed on the playground

### **Behaviour Management in the Playground**

It is our policy that all children know and understand the school rules.

At Holy Cross, we aim to provide a positive experience for our children by improving the outside environment and rewarding appropriate behaviour. Our rules are few in number, simple and positively phrased.

However, on occasions school rules are broken. The following guidelines examine the school rules and provide possible sanctions that can be applied when rules are broken.

### **School Rules**

1. Children are expected to play sensibly and carefully with others. Physical contact is discouraged.
2. Children who wish to leave the playground or playing fields must request permission from the teacher or mid-day supervisor.

3. Children should use benches for sitting only.
4. Two rings of the bell will sound at the end of each playtime. The first ring expects children to stand still. The second ring invites them to walk sensibly to their allocated space on the playground, where they line up quickly and quietly.
5. Children with problems who need help or advice should seek assistance from the teacher on duty or the mid-day supervisor.
6. The Environmental Area is to be used for investigations and study, and is not a general place for play.
7. The class teacher on duty is responsible for dismissing each class. Class teachers are responsible for collecting their class, on time and for ensuring that they remain quiet.

During playtimes and lunchtimes, Play Leaders support their peers by leading playground games and identifying children who have nobody to play with. Peer Mediators help fellow children to sort out minor disagreements through peer mediation. Any minor disagreement that cannot be resolved will be brought to the attention of an adult on duty.

All children are encouraged to try to resolve minor disagreements or misunderstandings themselves before involving an adult, thereby taking responsibility for dealing with the situation.

### **We call this TAKING STEPS.**

- |               |  |
|---------------|--|
| <b>Step 1</b> | If somebody says or does something which you don't like, say 'Stop it, I don't like that'.                               |
| <b>Step 2</b> | The other person should apologise properly and stop the behaviour.   |
| <b>Step 3</b> | If the other person apologises and stops the offending behaviour, the incident is dealt with.                            |
| <b>Step 4</b> | If the other person does not apologise, or carries on with the offending behaviour, ask a Mid-day Assistant to help you. |
| <b>Step 5</b> | If the Mid-day Assistant cannot resolve the issue, tell an adult who will deal with the incident.                        |

Incidents of inappropriate behaviour will be recorded in an incident book and the class teacher made aware. More serious or regular incidents will be referred to the Phase Leader and will be recorded on CPOMs. Alerts through CPOMs will be received by the class teacher, senior leadership team and the learning mentor where the necessary level of involvement/support will be determined. On occasion there may be incidents of such a nature that they are reported immediately to the Headteacher/Deputy Headteacher.

### **Procedures for Behaviour Management**

The procedures for Behaviour Management are listed in the 'Checklist of Procedures in Behaviour Management', Appendix A.

**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

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

### **Rewards**

Children will be given the following recognition for behaviour where they set a positive example for their peers:

**Merit Award** – Children who have behaved exceptionally well or who have made an extra effort with their work will be awarded the Merit Certificate. This will be presented during the celebration assembly on Friday and the names of those children who receive this will be published in the weekly newsletter.

**House Points**- Children who try their best, work well and set a good example will be awarded house points.

### **Sanctions**

The consequences of not following the Codes of Conduct will result in sanctions. The sanctions and their consequences are listed in Appendix A: 'A Checklist of Procedures in Behaviour Management'.

Parents of children who persistently choose not to follow the School Code of Conduct and classroom rules will be contacted and expected to discuss their child's behaviour, initially with the class teacher.

If, despite this conversation, the poor conduct persists then a meeting will be arranged with the Phase Leader, class teacher, child and parent of the child in question. Further misconduct will require a meeting with the Deputy Head Teacher and if the behaviour continues further, with the Head Teacher.

On occasion there may be incidents of such a nature that they require an immediate meeting with the Headteacher/Deputy Headteacher.

### **Support for Children**

There is support for children who experience difficulty in following the School Code of Conduct. The school offers social skills groups and training for children who struggle with establishing successful relationships with their peers both in the classroom and in the playground. This is done by the learning mentor working together with the class teacher. Counselling can be provided through the Brentwood Catholic Children's Society and their families can be referred to the family support worker, the Behaviour Support Team or the local Multi-Agency Allocation Groups (MAAGs) on completion of a CAF Form.

### **Fixed Term and Permanent Exclusion**

A child will be excluded when they have breached the school's behaviour policy seriously or persistently, and where allowing them to remain in school would seriously harm the education or welfare of the child or others in the school.

Our responsibilities under the Equality Act 2010 will also be taken into consideration.

Where a child's behaviour is considered totally unacceptable or unsafe or constitutes a risk to others, both adults and children, or threatens the efficient running of the school then a fixed term or permanent exclusion will be considered.

Unacceptable behaviour includes for example: flagrant and persistent disregard for the School Code of Conduct; persistent disruptive behaviour which harms the education or welfare of others in school, aggressive behaviour; physical assault on a member of the school community; disobedience; verbal abuse including racial, gender, sexual orientation and disability related abuse; swearing or inappropriate use of language and bullying. The Governing Body will be informed of all exclusions. Details of all exclusions are sent every term to the Local Authority.

Further details of exclusion procedures may be found in the Exclusion Policy.

### **Physical Restraint**

In the event that a child or children engage in behaviour that is detrimental to the education of other children, potentially dangerous to the child or other children in the vicinity or threatens the safety of adults then that child or children will be physically restrained. All efforts will be made to resolve a situation through negotiation and physical restraint will only be used as a last resort. Where a child presents with persistent behavioural difficulties the school will agree a policy of management which will include physical restraint where a detailed record of incidents will be kept. For further details see the School's Physical Intervention Policy.

## **Equality**

At Holy Cross Catholic Primary Academy, equality considerations are central to all that we do. We are committed to promoting equality of opportunity and to preventing all unlawful discrimination whether against individuals or groups on grounds of age, race, gender, physical or learning disability. Equality is simply not a minority issue. It is important to everyone.

## **Safeguarding**

The school takes its responsibilities of safeguarding children very seriously. All staff will ensure at all times that the safety and wellbeing of children is the first consideration. Staff will consider the health and safety aspects of any activities offered to children and check the suitability of any visitors engaged to work with the children in line with relevant school safeguarding policies.



## Appendix A - Checklist of Procedures in Behaviour Management

At the beginning of each day every child starts at Level 1.

| <b>Classroom Checklist</b>   |  |
|--|--|
| <b>Level of Behaviour Management</b>   | <b>Action</b>  |
| <b>Level 1 – Non Verbal Warning</b>  | Serious look, shaking of the head, finger on lips  |
| <b>Level 2 – Verbal Warning</b>  | Rule reminder  |
| <b>Level 3 – Formal Warning &amp; Time out Meeting with Parent &amp; Class Teacher</b> | Child goes to Time- Out class for ten minutes<br>Letter to parents regarding Time-out<br>Parents to see class teacher  |
| <b>Level 4- Meeting with Parent &amp; Phase Leader</b>                                 | If the child receives 3 Time-outs (2 in one week or one in each consecutive week after interview with parents at Level 3) a letter is sent from the Phase Leader to invite parents to a meeting to discuss the issue further |
| <b>Level 5- Meeting with Parent &amp; DHT</b>  | If a child receives another Time-out after the above meeting with the Phase Leader then a letter is sent to parents from the Deputy Head Teacher to discuss the behavioural issues.  |
| <b>Level 6 – Interview with Head Teacher</b>   | If a child receives a further Time-out after the above meeting with the DHT then a letter is sent to parents from the Head Teacher inviting parents to attend a meeting  |
| <b>Level 7 – Fixed Term Exclusion</b>  | This is at the discretion of the Headteacher and may be issued immediately depending on the severity of an incident.   |

| <b>Examples of where report cards may be issued immediately:</b> |   |   |
|--|---|---|
| <b>Blue</b>  | <b>Yellow</b>                             | <b>Red</b>                                |
| Hitting another child  | Hitting another child                     | Hitting another child                     |
| Temper tantrum or loss of control                                | Serious temper tantrum or loss of control | Serious temper tantrum or loss of control |
|  |   | Assault of an adult                       |
|  |   | Swearing at an adult                      |
|  |   | Causing danger through violent behaviour  |
|  |   | Racist remarks                            |
|  |   | Assault of a child/bullying               |

|   |                         |
|---|-------------------------|
|   | Leaving school premises |
| The above list is not exhaustible   |                         |
| <p>The Headteacher (DHT/Senior member of teaching staff in their absence) may raise the level of/issue a report card at their discretion</p> <p>If deemed appropriate the HT (DHT or senior member of teaching staff in their absence) may withdraw a child from the playground at break and/or lunch time.</p> |                         |

## Appendix B Support and Positive Behaviour Strategies

The strategies below should be used at each Level as indicated below in order that a positive and supportive learning environment can be sustained.

| Level of Behaviour Management | Action                            | Strategies to Support Children   |
|-------------------------------|-----------------------------------|--|
| Pre-Level 1                   | Praise and Positive Reinforcement | <p>Make sure that lots of positive interventions occur during the day.</p> <p>Reward good behaviour with praise and stickers (where appropriate).</p> <p>Assemblies used to remind children of School Code of Conduct.</p> <p>Review class rules termly</p> <p>Display class rules on wall for reference.</p> <p>Children write the class rules in their PSHCE/RE books.</p> <p>Children learn rules for homework.</p> <p>Award of Star of the Day (not all classes)</p> <p>Award of Merit.</p>  |
| Level 1                       | Non-verbal Warning                | <p>Praise pupils who behave appropriately by stating what they have done to please.</p> <p>Ignore particular attention-seeking behaviour, secondary behaviours or attempts to divert from the primary inappropriate behaviour.</p> <p>Use face and gestures to convey disapproval.</p> <p>Teacher needs to stay cool, calm and collected.</p>  |
| Level 2                       | Verbal Warning                    | <p>Do not call across the room. A beckoning finger and pointing to where the child needs to be for the rule reminder works as does the teacher going to the child.</p> <p>Remind child of rule e.g. "What is our rule about getting my attention?"</p> <p>Remind children that they have a choice, to continue the inappropriate behaviour and its consequences or behave appropriately.</p> <p>Give a simple direction emphasising the behaviour you expect, e.g. "Sit down quietly"</p> <p>Ask a simple question avoiding the word "Why", e.g. "What should you be</p> |

|         |  |  |
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|         |  | doing?" "How should you be doing that?"<br>Re-state the above only twice.  |
| Level 3 | Formal Warning & Time out                                | Child reflects on behaviour in Time-out class.<br>Each class has a designated Time-out space.<br>Child should be escorted to Time-out by a TA or responsible child if deemed necessary |
| Level 4 | Meeting with Phase Leader, Class Teacher, child & Parent | Targets set for improvement within a time frame. Possible support from Learning Mentor. Phase Leader to be kept informed.  |
| Level 5 | Meeting with DHT, Class Teacher, child & Parent          | Review of level 4 targets. Liaison with INCO/Learning Mentor. Plan drawn up in consultation with INCO, Learning Mentor, DHT, parents and child.<br>Clear rewards and sanctions set     |
| Level 6 | Interview with Headteacher                               | Review of current position following input & support that has been given by the school. May include referral to external supporting agencies.  |
| Level 7 | Fixed Term Exclusion                                     | Discussion with parents and child regarding next steps. May include involvement of external supporting agencies.   |