

Mission Statement

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 RELATIONSHIPS & BEHAVIOUR POLICY**

September 2023

Shared with Staff: August 2023

Ratified by Governors: October 2023

To be Reviewed: September 2025

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 about positive relationships and behaviour from those around them.

Our 9 Gospel Values are the golden threads that run through everything we do at Holy Cross and the person that we are in Jesus Christ. They are the guiding principles that are with us each day both in and out of school.

<p>Simplicity, non-attachment to wealth, live simply</p> <p>Humility, Trust in God</p> <p>Love, generosity, magnanimity</p> <p>Forgiveness, reconciliation</p> <p>Hope, resilience, perseverance</p> <p>Compassion, kindness, service of neighbour</p> <p>Gentleness, love and friendship</p> <p>Justice, fairness and equality</p> <p>Integrity, honesty, truth-telling</p>

It is our aim at Holy Cross to help children have positive relationships with others, 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 which is rooted in our Gospel Values and in Respect for others. We strive to be like Jesus in how we treat others and in how we want to be treated.

We see Behaviour as both Learning Behaviour and Social and Emotional Behaviour. We want our pupils to have excellent Behaviour in everything that they do at Holy Cross. We see the Behaviour of the child as being part of the child but not the whole of the child. We refer to unacceptable behaviour that a child is exhibiting but we never diminish the character of the child. We always create opportunities for reparation and ensure that children know that there is always the opportunity to turn things around and make a fresh start.

We do not label children and we always see the child before we see the behaviour. We are mindful of each child's background and circumstances, of their individual needs and we manage our approach to behaviour management in this knowledge, of each individual child. We always praise, reward, encourage and build self-esteem before we put a sanction in place.

A consistent, whole-school approach to behaviour enables the children to understand our expectations more clearly. All staff including but not limited to: The Headteacher, Senior Leadership Team, Teachers, Classroom Support Staff, Sports Coaches, Midday Assistants, Governors and administration staff, are responsible for the behaviour of any child in the school.

Parents are also vital partners in encouraging positive behaviour and supporting us with the management of behaviour which breaks our school rules.

We will always share successes with parents at every opportunity as well as discussing concerns with them. We create ample opportunities to work with parents and encourage parents to attend Open Sessions, Parent Consultations and Information Evenings. We communicate with parents via Tapestry or Seesaw and where necessary meet with parents and carers after school should a longer or more in-depth dialogue be necessary. Parents are made aware of incidents which occur in school and the strategies available to deal with the situation. This may be verbally at the end of the day, via a telephone call or electronically.

Holy Cross Catholic Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Behaviour Policy guides staff to teach respect and consideration for others, kindness and thoughtfulness and an understanding that it is okay not to agree with someone and to show tolerance and patience towards others in our school community. Our Behaviour Policy comes directly from the example of Jesus and how he treated others and this from our 9 Gospel Values. These values have a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish and follow the example of Jesus.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- For all members of the school community to understand and uphold the high standards of behaviour that we aspire to at Holy Cross.
- To create a culture of exceptionally good behaviour: for learning, for our community and for life both in school and beyond the school gates.
- To ensure that all staff can work in an environment that is safe and has respect for adults at its core. To provide clear guidelines for what designates dangerous or unacceptable behaviour from pupils.
- To ensure that all pupils are treated fairly and shown respect.
- To help pupils to take control over their behaviour and be responsible for the consequences of it.
- To build a community which incorporates Gospel values of kindness, care, good temper and empathy for others.

- To enable our oldest pupils to be the shining example of the 9 Gospel Values to the younger students.

Holy Cross Catholic Primary Academy School Rules.

At our school we recognise the importance of providing clear rules which are underpinned by our 9 Gospel Values.

Our School Rules are:

- **To always try our best in everything that we do and to follow the example of Jesus.**
- **To have a Growth Mindset.**
- **Hands and Feet to Ourselves at All times (Kind Hands and Kind Heart).**
- **To speak to everyone, always with Kindness and Respect.**
- **To always tell the truth.**
- **To know that it is okay to make a mistake as long as we learn from it.**
- **To show Forgiveness and Compassion to others and accept an apology.**
- **To look after others who are younger or more vulnerable than ourselves.**

At Holy Cross we H.A.R.K.

We are:

Honest

Always Helpful

Respectful

Kind

THE ROLE OF ADULTS IN SUPPORTING PUPILS WITH EXCELLENT BEHAVIOUR.

Our Relationships and Positive Behaviour Policy is based on the Five Pillars of Pivotal practice



In collaboration with the Senior Leadership Team, we expect every adult to:

- To know and implement school rules fairly and consistently.
- To know and implement (H.A.R.K.)
- Model positive behaviours and build strong relationships with all pupils and parents.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- To know every child in their care well and to support each child as an individual with their learning and their behaviour. This is in collaboration with the class support team.
- Use a visible class rewards system that all pupils understand and aspire to. To celebrate bigger awards and achievements and for this to be fair for all pupils.
- Be calm when supporting a child who is exhibiting disruptive or challenging behaviour that is affecting the learning of other pupils.
- To manage their classroom so that there are strategies, including rewards, and interventions in place before sanctions are needed.
- Where sanctions are necessary, to retain the self-esteem of the pupil/pupils, through calm, explanation and reflective dialogue with pupil/pupils. It is not acceptable for adults to belittle a child or to shout at them.

Successful Positive Relationships & Excellent Behaviour have 5 simple steps.

1. Calm, Consistent Adult Behaviour

At Holy Cross, we believe that calm and consistent adult behaviour is the foundation for good behaviour management. We expect pupils to have self-control and this is also fundamental for all staff at all times.

2. Rewards and Routines

Routines are at the centre of all classroom practice. Each teacher will have their own class reward system alongside the schoolwide awards: Gospel Value Awards, House-points and Certificates. At Holy Cross, we recognise that where calm and consistent routines are established, children feel secure to take risks in their learning.

3. First Attention for Best Conduct

At Holy Cross, we see children doing the right thing first and we reward them for their behaviour and effort. We acknowledge pupils who constantly exhibit good behaviour and pupils who are improving their behaviour. We do this before we implement sanctions for poor behaviour.

4. Carefully Considered Conversations

If, following a clear verbal caution and an outline of consequences, school rules continue to be ignored, an adult will have a carefully considered conversation which will outline to the pupil how they are breaking a school rule. If there continues to be a breaking or ignoring of rules or if there has been a serious breaking of the school rules it may be necessary to seek the intervention of a more senior member of staff. There is a clear system for escalating an intervention, please see the steps below and the pyramid in Appendix 2.

5. Restorative Follow up and Reassurance.

Following a sanction there will always be the opportunity for a Restorative Process Pupils understand that we see their behaviour but that we do not seek to diminish them as a person. We ensure that pupils know that we will support them with turning their behaviour around. If necessary they will be supported by the SEMH Lead.

Before and After School Club-Behaviour Expectations

The Before and After School clubs are managed by our Mid-Day Assistants. All Staff are expected to follow our Behaviour Management Policy and there are the same high expectations of the behaviour pupils attending the Before and After School Clubs as there are during the normal school day. Where a pupil is showing that they are not following the rules for acceptable behaviour, parents will be consulted. If the behaviour does not improve it will not be possible for the child to attend the sessions

Steps to managing Behaviour which is breaking a School Rule and/or disrupting the learning of other pupils:

1. A caution is given to the pupil which explains how they are breaking the rule.
2. A further reminder is given which outlines the adult's expectation of good behaviour.
3. A final warning is given which clearly explains the sanction if the pupil continues with the behaviour.
4. The sanction is put in place by the adult and is appropriately measured to the breaking of the rule. For older pupils this may include the missing of some Break or Lunchtime (pupils will be allowed to eat their lunch). Parents will be informed if a child misses their Break or Lunchtime.
5. If the rule continues to be broken the child may be sent to the Phase Leader for a further sanction. When this happens Parents will be invited into school to meet with the Phase Leader and the Class teacher. At this point a child may be issued with a **WHITE Slip (Appendix 1)** which will go on their school file for 1 term. The child may also be placed on REPORT for 1 week.
6. In the unlikely case of a serious breaking of a school rule eg: a Racist Incident the child may be sent to see the Deputy Headteacher and if necessary the Headteacher. Parents will be invited to meet with the Deputy Headteacher or if necessary the Headteacher to discuss the matter.

A RED Slip will be issued (Appendix 2) when a pupil is considered to have acted in a way that endangers others, or when they seriously or consistently break the school rules (this is at the discretion of the Headteacher). When a child is given a RED Slip this is a serious matter and it is the step before Suspension or Exclusion therefore longer lasting sanctions may be put in place such as the missing of Break and Lunchtime over a number of days, an After School Detention or being banned from attending, trips or sports competitions. This will be at the discretion of the Headteacher and will be measured according to the severity of how the School Rule/ Rules have been broken.

When a child breaks a school rule that invokes a more serious sanction eg: the missing Break or Lunchtime or if parents are invited into school to discuss their child's behaviour, this may be recorded on the School Behaviour Log CPOMS.

Suspensions and Permanent Exclusion

A child will be suspended 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. It may also be a sanction used if a child has persistently disrespected, threatened, intimidated or physically harmed an adult.

Unacceptable behaviour, beyond the school gates, can also be considered eg: if a pupil is compromising the safety of another pupil or is making racist or inappropriate remarks (see the Equality and Diversity Policy) **including online**. Fighting beyond the school gates, **whilst a pupil is in school uniform** is also deemed to be unacceptable behaviour

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 suspension or permanent exclusion will be considered.

Unacceptable behaviour includes but is not limited to: flagrant and persistent disregard for the School Rules; persistent disruptive behaviour which harms the education or welfare of others in school, aggressive behaviour; physical assault on a member of the school community; 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 suspensions and exclusion and 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

We will always seek to support a child with managing their behaviour using a non-physical approach. However, as a last resort, it may be necessary to physically restrain a pupil.

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. Parents will be called to attend the school as a matter of urgency to support in the management of the child's behaviour. It may be necessary to isolate the child from their classmates.

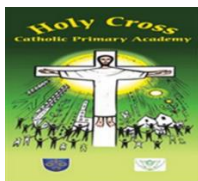
If this happens on more than one occasion an urgent review meeting will take place with parents to discuss strategies to best support the child.

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.



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APPENDIX 1: WHITE BEHAVIOUR SLIP

A White Behaviour Slip is being sent home with your child, to let you know that they have not been showing the high standards of behaviour that we ask at Holy Cross. We expect all pupils to follow our 9 Gospel Values and to show RESPECT for others, themselves and our school **at all times**.

Indicated below is the reason for the White Slip and the sanction your child has received. We ask that you discuss this with your child, complete the Parent Section at the end of the Slip and return it the next school day. The Slip will remain on your child's school record until the end of the year.

- Consistently being off task in a lesson and not responding to reminders from adults.
- Distracting other students in lessons and ignoring reminders to focus from adults.
- Wilfully breaking or damaging classroom equipment (1st Time)
- Refusing to follow the direct instruction of an adult.
- Being rude to or answering back an adult.
- Wilfully taking another child's property (1st time)
- Hitting, kicking or physically hurting another pupil.
- Breaking of the school rules which is deemed to be of a serious and concerning nature.

Teacher Explanation and Sanction given:

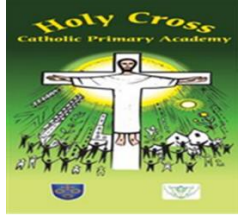
Signed _____

Date _____

Parent Response:

Signed _____

Date _____



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Appendix 2: RED BEHAVIOUR SLIP

A RED Behaviour Slip is being sent home with your child, to let you know that they have made a serious breach of the School Rules. We expect all pupils to follow our 9 Gospel Values and to show RESPECT for others, themselves and our school **at all times.**

The issuing of a RED SLIP is a serious matter and parents will be invited to a meeting with the Deputy Headteacher or if necessary the Headteacher.

Indicated below is the reason for the Red Slip and the sanction your child has received. We ask that you discuss this with your child, and attend the meeting that you will be invited to discuss the incident. The Slip will remain on your child's school record until the end of the year.

- Consistent disruption in lessons which is having a serious detrimental effect on other pupils.
- Swearing on more than one occasion.
- Racist or Homophobic behaviour (depending on the severity this may move to Suspension).
- Bullying- the repeated targeting of another pupil, verbally/ physically over a period of time.
- Stealing.
- Acting in such a way that endangers others or oneself.
- Consistent rude or abusive behaviour towards other pupils and/ or adults.
- Deliberate and serious damage to school property.
- Consistently refusing to follow the direct instruction of an adult.
- This being the 3rd Slip Issued (2 previous White Slips which can be for different reasons).
- Breaking of the school rules which is deemed to be of a very serious and concerning nature.

Teacher Explanation

Signed _____ **Date** _____

Parent Meeting held on _____ **with** _____

Signed _____ **Date** _____

Appendix 3

DfE Reasons for Exclusion-Academic Year 2023/2024

The DfE expects schools from the beginning of academic year 2023/24 to **cease** the use of “Other” as a reason for an exclusion. September 2020 sees the introduction of 5 new exclusion reasons. The expansion of exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as outlined below.

New Exclusion Codes	New Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health
PP	Physical assault against pupil
PA	Physical assault against adult
VP	Verbal abuse / threatening behaviour against pupil
VA	Verbal abuse / threatening behaviour against adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage to property
TH	Theft
DB	Persistent or general disruptive behaviour

any From September 2020 the DfE gives schools the opportunity to utilise up to three reasons for exclusion. Schools will be able to record a main reason and, if required, a second and third.

