

***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

NOVEMBER 2021

REVIEW NOVEMBER 2023

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

Mission Statement

Jesus is the centre of our lives, Our learning and friendships.

In a safe, happy and caring community Where all are welcome.

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.

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.

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.

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.

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 self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.

- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners 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.

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



We expect every adult to:

- Refer to the school rules (H.A.R.K.)
- Model positive behaviours and build relationships

- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (Recognition boards)
- Be calm when going through the steps.
- Prevent before sanctions
- Restore the relationship with the learner, retain ownership and engage in reflective dialogue with learners.

Holy Cross Catholic Primary Academy School Rules

At our school we recognise the importance of providing clear rules which are underpinned by our values. At Holy Cross we H.A.R.K.

We are:

Honest

Always Helpful

Respectful

Kind

Successful Positive Relationships & Behaviour have a maximum of 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.

2. Relentless Routines

Routines are the cogs at the centre of all classroom practice. 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 catch children doing the right thing first, before we deal with poor behaviour. We do this by using the Class Recognition Board.

4. Scripted Conversations

If, following a clear verbal caution and an outline of consequences, school rules continue to be ignored, a 30 second scripted intervention is used.

5. Restorative Follow up

We have put the following in place to support the children:

- A Restorative Process
- Plenty of calm spaces around the school
- A dedicated pastoral lead and continuum of SEMH Support

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. 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) 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 fixed term or permanent exclusion will be considered.

Unacceptable behaviour includes for example: 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; 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.

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 1

Explanation of Positive Relationships	
Children who go over and above normal expectations go on the positive recognition board	
Steps & Actions to promote Positive Relationships	
Steps	Action

<p>1- Reminder</p>	<p>A reminder of the 4 simple rules: In our school we HARK!</p> <p>Honest, Always helpful, Respectful, & Kind delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.</p> <p>Take the initiative to keep things at this stage.</p>
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<p>2- Caution</p>	<p>A clear, verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your choices.'</p>
<p>3- Last Chance</p>	<p>Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behavior 'Remember when...'</p> <p>Use a 30 second scripted intervention. (See 30 second script further below)</p> <p>Say, 'Stay behind 2 minutes after class' to this step. That 2 minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.</p>
<p>4-Time out</p>	<p>Time out might be a short time in a space in the class, on the 'thinking spot' or at the side of the field of play, if outside. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>

5- Repair

This might be a quick chat at breaktime or a more formal meeting. Use **the restorative 5**. Choose 2 instead of 5 for younger children focusing on those pertinent to the incident.

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30 second scripted intervention:

Scripted responses:

There is no one correct script. Try these to start with & adapt it to your context.

I noticed you are ... having trouble getting started/struggling to get going/wandering around the classroom.

It was the rule about ... lining up/staying on task that you broke.

You have chosen to ... move to the back/catch up with your work at lunchtime.

Do you remember last week when you ... got that positive praise?

That is who I need to see today.

Thank you for listening. (Then give the child some 'take up' time)

Restorative 5: Five of these questions is enough What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

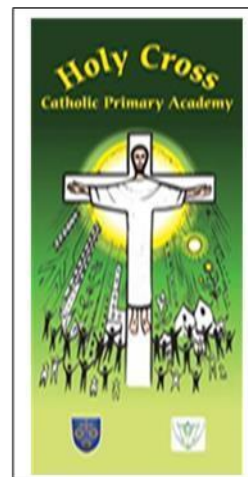
Pastoral support will be provided to the child for all of the following next steps. The Inclusion Manager will also provide support where there is an identified need.

Meeting with Phase Leader

If a child receives 2 Time-outs (2 in one week or one in each consecutive week) The Phase Leader will speak with the child together with the parent and the class teacher. The child will also be put on a blue report card so that behaviours can be monitored. The child will receive a Blue report card.

<p>Meeting with Deputy Headteacher</p>	<p>If a child receives a further Time-out (within a half-term) after the meeting above, the Deputy Headteacher, together with the class teacher, will meet with the child and parents. The child will receive a Yellow report card.</p>
<p>Further Meeting with Deputy Headteacher</p>	<p>If a child receives a further Time-out (within a half-term) after the meeting above, the Deputy Headteacher, together with the class teacher, will meet with the child and parents. The child will receive a Red report card</p>
<p>Meeting with Headteacher</p>	<p>When all previous steps have failed to achieve a change in the pupil's needs, the parents and pupil will be asked to attend a meeting with the Headteacher and designated class teacher.</p> <p>A conduct warning will be given if necessary.</p> <p>The terms of the exclusion policy will be outlined for possible future use.</p>

Holy Cross Behaviour Pyramid



STEP 8

When all previous steps have failed to achieve a change in the pupil's needs, the parents and pupil will be asked to attend a meeting with the **Headteacher** and **designated class teacher**.

A conduct warning will be given if necessary.

The terms of the exclusion policy will be outlined for possible future use.

SERIOUS MISCONDUCT

In cases of serious misconduct, a child may be spoken to directly by a **member of the SLT/DHT or Head Teacher** regardless of the hierarchy.

Serious misconduct can also result in an escalated progression through report cards.

