**Holy Cross Catholic Primary School**



**‘Loving and learning together in faith.’**

 **Behaviour Policy**

 **2022-23**

Approved by the Governing Body 1st September 2022

# Introduction

This policy promotes our core belief in children’s right to learn, in a safe and nurturing environment. At Holy Cross Catholic Primary School, we are committed to creating an environment where positive 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 & encourage others to do the same.

As members of our community, we adhere to these four core rights: ‘Be happy, Be Safe and Be treated with respect and to learn.’ These are shared and discussed age appropriately within classes.

# Philosophy

At Holy Cross Catholic Primary School we believe that the ethos of the school should be built on a foundation of Gospel values and we promote these values in everything we do. Our school core values were voted for by staff, governors and children and are – respect, love, resilience, unity, forgiveness and hope. ***‘Values are principles that guide our thinking and behaviour.’***

# Aim of the Positive Behaviour Policy

We recognise that understanding our emotions is a key aspect of managing behaviour. The aim of our Positive Behaviour Policy is to bring our whole school community together to adhere to some basic key principles and practices:

* To provide a safe, nurturing and caring environment where optimum learning takes place.
* To provide clear guide for children, staff and parents of expected levels of behaviour.
* To provide a consistent and calm approach.
* All adults take responsibility for behaviour and follow-up personally.
* Adults use consistent language to promote positive behaviour.
* To use restorative approaches.

# Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

* Foster the belief that there are no ‘bad’ children, just ‘bad choices’
* Encourage children to recognise that they can and should make ‘good’ choices
* Recognise behavioural norms for individual children
* Promote high levels of self-esteem and self-regulation
* Teach appropriate behaviour through positive interactions

**All staff must:**

* Take time to welcome children at the beginning of the day.
* Teachers to take and collect children to / from assemblies, playtimes, lunch and home time
* Never walk past or ignore children who are failing to meet expectations.
* Always redirect students by referring to our four right: ‘Be happy, Be Safe and Be treated with respect and to learn.

**The Head teacher and The Senior Leadership Team must:**

* Be a visible presence around the school.
* Regularly celebrate staff and children whose efforts go above and beyond expectations.
* Encourage use of positive praise, certificates and positive phone call messages home
* Ensure staff training needs are identified and targeted.
* Use behaviour data to target and assess interventions.
* Support teachers in managing children with more complex or challenging behaviours.

The head teacher is responsible for implementing the school behaviour policy consistently throughout the school and to report to the governors on the effectiveness of the policy. The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school’s statement of behaviour principles (appendix 1). The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children and staff in the school. The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher (in consultation with the LA) may permanently exclude a child.

 **The Governors**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the head teacher and monitor the policy’s effectiveness, holding the head teacher to account for its implementation.

**Members of staff who manage behaviour well:**

* Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
* Know their classes well and develop positive relationships with all pupils.
* Relentlessly work to build mutual respect.
* Remain calm and manage their own emotions.
* Demonstrate unconditional care and compassion.
* Use de-escalation strategies (see appendix 2)

At Holy Cross Catholic Primary our SLT and SENDCO will support teaching staff in meeting the needs of children with social and emotional needs. The SENDCO can support class teachers in planning specific programs to help children be successful at school and individual behaviour support plans.

We also have a number of partnerships with Gilbrook Outreach Service, CAHMS teams, social care staff, paediatricians and Behaviour Support Bases that we use for Staff CPD and additional support beyond the school when required. This multi-agency approach has proved to be very successful. Early intervention is key to management of behaviour concerns.

**Pupils want teachers to:**

* Give them a ‘fresh start’ every lesson.
* Help them learn and feel confident.
* Be just and fair.
* Have a sense of humour.
* Make them feel like they belong.

# Behaviour for Learning

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has four simple rules: ‘Be happy, Be Safe and Be treated with respect and to learn,’ which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

|  |  |  |
| --- | --- | --- |
| **Our Rules**  | **Visible Consistencies**  | **Over & Above Recognition**  |
| 1. Be happy
2. Be Safe
3. Be treated with respect
4. Be a Great Learner
 | 1. Daily meet and greet
2. Lovely lines, wonderful walking
3. Good manners, lovely listening
4. Showing resilience
 | 1. Celebration assembly
2. Home contact – messages & phone calls
3. HT/SLT Praise
4. Certificates
 |

# Focus: Relentless Routines

|  |  |  |
| --- | --- | --- |
| Praise in Public Remind in Private   | Wonderful walking around school Ordered line-up Displaying good manners | Consistent Positive Language: I’ve noticed... You can impress me by... I know you can... Show me you can... Thank you for listening...  |

# Sanctions: Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is not in line with our four school rights.
2. Not apply to a whole group for the activities of individuals.
3. Be **consistently** applied by all staff to help to ensure that children and staff feel supported and secure

## Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

# Adult Strategies to Develop Excellent Behaviour

* IDENITIFY the behaviour we expect
* Explicitly TEACH behaviour
* MODEL the behaviour we are expecting
* PRACTISE behaviour
* NOTICE excellent behaviour
* CREATE conditions for excellent behaviour

 **Positive Behaviour and Reward Systems**

We actively encourage and promote good behaviour across the school, which we reward in a variety of ways. Our reward systems include:

|  |  |
| --- | --- |
| **Use of Explicit Praise**  | If we are going to acknowledge achievement, we have to be specific about what behaviours we are acknowledging. “Well done!”, may be a positive remark but; “Well done for working really hard on that maths problem, even though it was very difficult” or “Well done for showing me that you are listening by looking at me” makes much more of an impact. It reinforces positive behaviours for learning and communicates to other children what we value in school.  |
| **Weekly** **certificates in celebration assembly**  | Each week we focus on a different area such as having respect for each other, how the children conduct themselves within school and on the playground. Each week we celebrate our ‘Behaviour Champions’ children who have demonstrated the positive behaviours and responsibilities stated in our school rules. Children are awarded certificates for this, in our celebration assembly every week. All rewards are explicit about what the child has done to achieve their certificate.  |
| **Gold Zone Award**  | Moving into the Golden Zone is very prestigious at Holy Cross Catholic Primary. It means that a child has made a significant contribution to their classroom or the well-being of others.This is celebrated in the classroom and the child will be awarded a prize. |
| **Stickers**  | Awarded by lunchtime staff to promote good behaviour.  |

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

 **Definitions**

**Low Level Disruptive Behaviour (Yellow Zone Behaviour)** is defined as:

* shouting out in class
* not listening or following instructions
* deliberate lack of effort with work and poor attitude
* non completion of classwork

**Significant Disruptive Behaviour (Orange Zone Behaviour)** is defined as:

* Significant Disruption in a lesson
* Arguing with adults, being rude, cheeky and disrespectful
* Refusal/non-compliance when given an instruction

**Serious Disruptive Behaviour (Red Zone Behaviour)** is defined as:

* Repeated breaches of the school rules/disruptive behaviour
* Any form of bullying (also see the school’s Anti-bullying Policy)
* Fighting
* Use of racist, sexist, homophobic, biphobic, transphobic or discriminatory language/behaviour
* Throwing/kicking objects to cause damage/harm

**Recording Incidents of Behaviour**

Class teachers will record incidents of behaviour on CPOMS.

* Orange Zone Records kept by class teachers on CPOMS
* Red Zone Records maintained by SLT on CPOMS
* Records of parental contact and meetings to be kept on CPOMS
* Records for any individual behaviour plans – responsibility of SENDCO with Class Teacher
* Reflection tasks kept by Class Teachers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gold Zone**  |  |  | **Green Zone**  |  | **Yellow Zone**  |  | **Orange Zone**  |  | **Red Zone**  |
| **I have made a fabulous effort today. I am VERY proud of my behaviour and** **conduct. I have made school a great place to be!**  I have made a significant contribution to my class.  I am proud of my learning.    | **I am focused on having a good day at school.** I am being a responsible learner and helping my classroom to be a good place to be and learn.  I am focused on being a responsive learner who takes an interest in learning.  I am following our class charter of rights and responsibilities.   | **I need to remember what good learners do!** I need to make sure that I am focused on my learning.  I need to think about what learning powers I can use to improve.  I need to ensure that I respect my classmates’ right to learn.  I need to reflect on what I can do to improve my learning and be successful!  I need to remind myself of our class charter of responsibilities.  **I have lost 5 minutes of my play-time or lunchtime.**  | **I need to improve my behaviours for learning.** I need to respect our charter of rights and responsibilities. I have a responsibility to myself and my classmates.  I need to reflect on my behaviours and how they affect the learning of my classmates.  I need to show resilience and see learning and improvement as a positive challenge.  I know that the most important person for improving today is me!  **I have lost my next break-time. If I don’t** **move out of this zone, my parents will be** **contacted.** | **I have lost my right to be in our** **classroom.**  I need to ensure that I change my attitude and behaviour to be part of this classroom.  I need to ensure that I respect the rights of the children and staff in my school to; Be safe Be happy in school Be respected at all times To learn  |
| **Receive a prize from your golden zone** **prize box to celebrate your efforts in class today. Well done!**  | **Leave school happy because you have** **been a good learner today.**  | **Loss of 5 mins play or lunchtime to** **reflect on how I am going to improve.**  | **Loss of 15 mins of play or lunchtime to reflect on how I am** **going to improve.** **Parents contacted if I don’t move out of this zone.**  | **Removal from class and referred to a** **senior member of** **staff or head teacher** **if the incident is very serious.**  |

# Permanent Exclusion or Out Of School Transfer

Permanent exclusion is an extreme step and will only be taken in cases where:

1. Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
2. The risk to staff and other children is too high
3. The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

# Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, school trips, extra-curricular activities but the same principles of promoting good behaviour through the policy will always apply.

 **Appendix 1: written statement of behaviour principles**

* Every pupil understands they have the right to feel safe, valued and respected, and 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 permanent and fixed-term 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 violence or threatening behaviour will not be tolerated in
* any circumstances.

 **Appendix 2**

# POSITIVE HANDLING PLAN

**Child’s Name…………………. Date of Plan…………… Review Date of Plan:………….**

**What does the behaviour look like?**

|  |  |  |
| --- | --- | --- |
| **Stage 1: Anxiety Behaviours**  | **Stage 2: Defensive Behaviours**  | **Stage 3: Crisis Behaviours**  |
|  |  |  |

**What are common triggers?**

|  |
| --- |
|  |

# De-escalation skills

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Try**  | **Avoid**  | **Notes**  |
| **Verbal Advice & Support**  |  |  |  |
| **Giving Space**  |  |  |  |
| **Reassurance**  |  |  |  |
| **Controlled Choices**  |  |  |  |
| **Humour**  |  |  |  |
| **Logical Consequences**  |  |  |  |
| **Planned ignoring**  |  |  |  |
| **Time out**  |  |  |  |
| **Transfer adult**  |  |  |  |
| **Removing audience**  |  |  |  |
| **Supportive touch**  |  |  |  |
| **Success reminded**  |  |  |  |
| **Listening**  |  |  |  |
| **Others**  |  |  |  |

# Diversions & Distractions

|  |
| --- |
|  |

**Appendix 3**

**PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY**

# Key Points

## 1. DEFINITIONS

* **Reasonable force’** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
* **‘Force’** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
* **‘Reasonable in the circumstances’** means using no more force than is needed
* **‘Control’** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
* **‘Restraint’** means to hold back physically or to bring a pupil under control

## 2. THE LEGAL POSITION

**Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

## WHEN CAN PHYSICAL FORCE BE USED

**Schools can use reasonable force to:**

• Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

* who disrupts a school event, trip or visit
* leaving the classroom where this would risk their safety or disrupt others

➢from attacking someone

• Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents and any restraints on CPOMS

**Appendix 4**

**SEARCHING PUPILS, CONFISCATION OF ITEMS**

# Key Points Searching

* School staff can search a pupil for any item if the pupil agrees.
* Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
* Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

## Schools’ obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

**Who can search?**

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

**Under what circumstances?**

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

**When can I search?**

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

## Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Such items should be handed in to a senior member of staff.

**Appendix 5**

# THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school’s safeguarding policy.