



Behaviour Policy

This policy should be read in conjunction with the following documents:

- Staff Handbook
- Anti-Bullying Policy
- Special Educational Needs and Disabilities Policy
- Keeping Children Safe in Education (2021)
- DfE Guidance relating to the Use of Reasonable Force (2013)
- Safeguarding and Child Protection Policy
- Code of Conduct
- Managing Allegations of Abuse Against Staff Policy and Procedure

Agreed by	The Governing Body
Signed	Sam Matthias
Date	Sept 2021
Review date	Sept 2022

Guiding Statement

Holy Cross Catholic Primary School provides a Christian education underpinned by the example of Jesus and His teachings and values. We seek to honour God and love our neighbours in all that we do, say and publicly stand for.

This commitment is reflected in our dealings with children, staff, parents and the wider community. We seek to care for each other, encourage each other and accept each other despite our weaknesses. Reconciliation and forgiveness are key elements in our life together. On those occasions where we fall short, there is always an opportunity for everyone to make a fresh start.

We expect our children to behave appropriately at all times, in a variety of situations, so that effective teaching and learning can be achieved, and to ensure the highest levels of safety for all. We expect all members of our school community, children, parents, staff and governors, to show one another courtesy, patience, forgiveness and respect. We hope this will lead all children to be independent, respectful, self-disciplined and responsible members of society.

Behaviour Management

Good behaviour and a high level of safety will be achieved through:

- Respect
- A clear set of simple rules, the reasons for which will be shared with children, staff and parents
- A shared belief in the behaviours expected
- A consistent approach to behaviour management
- The courteous and respectful behaviour of adult role models
- High expectations of all children and adults in our community

Roles and Responsibilities

The governing body is responsible for approving and monitoring the behaviour policy. It is their responsibility to hold the head teacher to account for its implementation.

The head teacher is responsible for leading the review of the behaviour policy. The head teacher will ensure that the school environment encourages positive and safe behaviour and that staff deal effectively with poor or unsafe behaviour. The head teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and in an age appropriate way.

Staff are responsible for:

- Understanding and implementing the behaviour policy consistently
- Implemented agreed practices during the COVID-19 pandemic relating to hygiene, sanctions, systems for travelling around the school, sharing of equipment and use of toilets
- Modelling positive behaviour
- Recording behaviour incidents

Parents are expected to:

- Support their child in understanding and adhering to the school rules and behaviour expectations
- Ensure their child knows and understands the importance of the new rules introduced in light of the COVID-19 pandemic

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Inform the school if their child has COVID-19 or has symptoms of COVID-19
- Discuss any behavioural concerns with the class teacher (or the teacher currently overseeing their child's class)

Children are expected to:

- Be kind, courteous and respectful to all adults and other children - listening carefully and remembering that rules are there to keep everyone safe
- Be patient and forgiving, practising reconciliation and goodwill in relationships
- Inform an adult if they are feeling unwell
- Be aware of the new rules for entering, exiting and moving around the school
- Understand the rules for break and lunchtimes, including which areas/ equipment are out of bounds
- Follow the expectations for hygiene, such as regular handwashing, coughing or sneezing into their arms and disposing of tissues properly
- Understand that they must only touch their own belongings and those they have been assigned
- Follow the rules for using the toilets – Reception/ Year One must inform an adult if they need to use the toilet, where possible.

Rewards and Sanctions

The rewards and sanctions used are appropriate to the child's level of understanding and are used to commend appropriate behaviour and amend inappropriate, harmful or unsafe actions.

Praise is always given to members of the school who make an effort to improve or maintain good standards of behaviour. Rewards are as immediate as possible. Through the use of praise and rewards, we reinforce our behavioural expectations and help to raise the children's self-esteem.

- Verbally praising good behaviour, manners and efforts
- Recognising and celebrating achievements and contributions through the use of stickers and certificates throughout the day, in Celebration Assembly or in conversations with parents
- Awarding House Points for good work and behaviour
- Showing recognition of children with positions of responsibility within the school, valuing their contribution and encouraging them to have a sense of ownership
- Using close proximity praise to foster positive behaviour by all
- Marking and responding to children's work in a positive and encouraging way

House Point System

Positive, caring and responsible behaviour is encouraged, valued and recognised. Staff will recognise achievements by awarding house points for a particular piece of work, positive contribution or effort within our community. These rewards are given at the discretion of any member of staff, and will be recorded as a signature in the individual's planner or workbook. Upon reaching a given total number of house points, the child will be awarded a certificate to celebrate their successes:

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| 50 | Bronze Certificate |
| 100 | Silver Certificate |
| 150 | Gold Certificate |

200	Platinum Certificate
250	Diamond Certificate

Sanctions

When poor or unsafe behaviour is identified, sanctions will be implemented. A range of disciplinary measures may be used and can include:

- A verbal reprimand
- Missing part of playtimes by ‘sitting out’ while outside
- Behaviour monitoring
- Families being contacted and asked to take their child home

In the majority of cases, sanctions are erased at the end of every day, unless a child persistently refuses to amend his or her behaviour, at which point, further action will need to be taken. Whole classes will not receive sanctions if individuals or smaller groups of children are responsible for the poor behaviour.

Steps for dealing with low-level inappropriate behaviour

Most behaviour can be addressed through a simple reminder, using every day classroom management strategies. However, if a child is demonstrating persistently poor or unsafe behaviour, the following steps will be applied:

Step 1: Class teacher, or the member of staff overseeing the group, speaks to the child about his/her behaviour – reminds them of the rule and checks their understanding if necessary. The member of staff will emphasise that the child has a choice over how they behave and that they have an opportunity to modify their behaviour at this point.

Step 2: The child will miss part of their playtime by ‘sitting out’ while the group is outside.

Step 3: At this point, if poor or unsafe behaviour persists the child’s family will be contacted to discuss the child’s behaviour. It may then be necessary for the child to be taken home.

Steps for dealing with high-level inappropriate behaviour

The following behaviours are unacceptable and they will be addressed immediately:

- **Violence and aggression** – the use of threat or any physical force towards both people and property
- **Rudeness** – walking away when being spoken to by an adult, answering back, swearing, defiance or the refusal to do as has been reasonably asked
- **Bullying** – the use of any verbal or physical threats, intimidation or harm towards other members of the school community
- **Coughing or spitting at, or towards, any other person** – the deliberate use of coughing or spitting to threaten a transmission of infection

In cases of the above behaviour, which puts both children and staff at risk, the head teacher will be informed. Families will then be contacted and asked to take their child home.

It is the responsibility of the member of staff first involved in dealing with the behaviour to ensure CPOMs is completed. All staff involved subsequently need to ensure they add any necessary actions to the initial CPOMs entry.

Internal Exclusions

This system will be used for children who have been:

- Removed from lessons
- Breached the School Expectations
- Persistently displaying serious inappropriate or unsafe behaviours

Internal Exclusion is a facility intended to support the re-integration of the child into class after a period of intervention, reflection and understanding of expectations. This time isolated from the peer group will provide the time for guidance and support to encourage a more appropriate choice of behaviour from the individual.

If a Fixed Term Exclusion is to be considered the most appropriate sanction after intervention, investigation, and reflection, then the head teacher will impose it. However, it is hoped that the pastoral support systems, along with the Internal Exclusion facility, will re-integrate the individual into the learning environment and access the work with a modified approach.

The class teacher will facilitate the Internal Exclusion in liaison with the SMT to monitor, support, and track the frequency of non-compliance of certain individuals towards expectations outlined for Holy Cross Catholic Primary School.

Exclusion

This sanction is only used in very serious circumstances, where the education or well-being of children at the school is at risk due to the behaviour of a child or group of children. The use of this sanction is carried out in accordance with the Isle of Wight County Council Policy on Exclusion, ensuring that all procedures have been correctly adhered to.

Additional Educational Needs

As a preventative measure, the SENCO and head teacher will ensure that all staff are aware of procedures linked to specific children who have individual risk assessments for behaviour, or pastoral support plans in place.

Reasonable Force

Reasonable force will only be used as a last resort to prevent dangerous behaviour, which puts children or staff at risk of serious injury.

Holy Cross operates in line with the 2013 DFE Guidance ‘Use of reasonable force’

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of children, such as unpaid volunteers or parents accompanying a school visit
- Persistently displaying serious inappropriate or unsafe behaviours

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground
- Restrain a child at risk of harming themselves through physical outbursts

Playground Rules

- We treat each other with respect
- We are polite to all members of staff, visitors and other children
- We always listen to adults and follow instructions, understanding that rules are there to keep us safe
- We only play with children in our group
- We play games which DO NOT involve physical contact
- We play safely with the equipment we have permission to use
- We do not share or touch others personal belongings (drinks bottles, food, jumpers, etc.)
- We do not go in to areas that we have been told are out of bounds
- We do not go inside the school without permission and supervision

At lunchtime, any adults supervising may award house points. Incidents of inappropriate or unsafe behaviour are dealt with by the adult/s supervising, who is then to inform the class teacher or a member of the SMT as appropriate. **The adult/s supervising lunchtimes must complete any necessary CPOMs.** Cases of persistent or more serious breaches of rules are dealt with by the head teacher.

Lunchtime debarment

If a child has demonstrated that they are unable to adhere to the school rules at lunchtime, Holy Cross Catholic Primary School reserves the right to exclude a child from the premises for the duration of this break. Families will be given notice that this sanction may be employed if the behaviour of their child continues to place other children or staff at risk.

Referrals to other agencies

Children in crisis will sometimes display disruptive and aggressive behaviour. Concerns relating to child welfare and behaviour are discussed regularly within our team and, where appropriate, the school may seek advice and support from the appropriate agencies.

Families will be informed of the involvement of these agencies and invited to meet with them, where possible, to agree how the behaviour of their child can be supported to improve and how the families can support that process.

At present, the involvement of outside agencies and meetings may be remotely and via video conferencing.

Child Absconding

In the event of a child absenting themselves from class or leaving the premises without permission, a message must be sent to the school office in the first instance. At this point, a senior member of staff will be immediately notified and will instruct the steps to be taken to aid the safe return of the child. After the premises have been checked, and the child not found, parents and police will be informed by a member of the SMT or the head teacher.

If a child becomes at risk of persistent absconding, the school will be unable to meet the current safety rules and advice surrounding COVID-19. A discussion would then need to take place with the child's family about the school's ability to provision for that child.

SCHOOL RULES

"Do unto others as you would have them do unto you".

1. We respect ourselves, others and the world around us - children are expected to behave in school, and when travelling to and from school, in a way which brings credit to themselves, their family and the school, demonstrating respect for the environment around them. This includes following and adhering to any government rules about social distancing when in public.

2. We use kind hands, feet and words - hurtful behaviour and bullying will not be tolerated under any circumstances. This includes deliberately coughing or spitting at, or towards, any other person.

3. We tell the truth - children should demonstrate good behaviour, based upon self-discipline, honesty and respect for others.

4. We look out for the safety of ourselves and those around us – children should understand the importance of the newly imposed rules and guidance, and that they are there to ensure the safety of children, staff and parents.

Anti-Bullying

Bullying in any form is not to be tolerated. For the purposes of differentiation between instances of bullying and instances of unkind behaviour, bullying is defined as: "A systematic and extended victimisation of a person or group, by another or group of others". This includes cyberbullying.

Children are made aware on a regular basis that they must tell a member of staff and their parents/ carers if they are unhappy about the way that they are being treated by another person in the school. All such reports from children or adults will be investigated and appropriate action taken.

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