



Holy Rood Catholic Primary School

Behaviour Policy

Mission Statement

Live, Love, Learn

Holy Rood is proud to be a Catholic school, where Christ is at the heart of our community.

Working in close partnership with the home and parish, we share and celebrate our faith, while respecting and accepting those from other traditions and cultures.

We acknowledge each person's uniqueness and aim to provide a happy Christian environment where everyone can thrive.

We are committed to delivering a broad and balanced education, where each child can become the best they can be. We seek to nurture self-esteem in everyone and develop a sense of responsibility for ourselves and others.

We strive for excellence in all we do.

Our Mission Statement underpins all of the work we do in school and this includes behaviour management. It is *forgiveness* which underpins our behaviour policy, as we teach children that just as God forgives us, we can forgive others, allowing each of us to continue to learn and grow.

Within our school, we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio-economic background.

Our school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members. We aim to build a school community and to repair and strengthen relationships within this community.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

Legislation

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- Human Rights Act 1998

Guidance

- DfE Use of Reasonable Force
- DfE Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- DfE Mental Health and Behaviour in Schools
- DfE Behaviour in Schools: Advice for Headteachers and School Staff
- DfE Keeping Children Safe in Education
- DfE Searching, Screening and Confiscation: Advice for Schools
- DfE Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement
- DfE Mobile Phones in Schools
- DfE Creating a School Behaviour Culture: Audit and Action Planning Tools
- HM Government Working Together to Safeguard Children

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Searching, Screening and Confiscation Policy

Roles and Responsibilities

The governing body is responsible for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Reviewing and considering any permanent exclusion decisions in accordance with statutory guidance.
- Monitor incidents of bullying and racial nature via Headteacher report
- Ensuring that this policy is published on the school website

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH policy.

The SENCO is responsible for:

- Collaborating with the governing body, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Actively modelling good behaviour
- Celebrating pupils' gifts, talents and achievements.
- Being positive role models for our children.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Making every effort to provide a well-organised, well-displayed and attractive classroom for the children to learn in.
- Devising learning activities, which will motivate pupils, encourage them to talk, share, and debate and cooperate.
- Developing methods to support children and parents develop a sense of responsibility and promote a positive ethos.
- Being calm, fair and just and seek to bring children to an understanding of the mistakes they have made.
- Being positive with pupils whenever possible, seeking to "catch the child being good/kind". We seek to use much more praise than criticism.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Understanding that behaviour may be a form of communication and considering whether a pupil's behaviour indicates an unmet need, safeguarding concern or SEND-related difficulty.
- Being able to work as a team, sharing responsibility for behaviour management across the school.
- Being able to acknowledge that we all make mistakes and that forgiveness is the key to moving on.
- Following our policy and systems consistently
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.

- As authorised by the Headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- Listen to children carefully and avoid jumping to conclusions; we will report incidents to the Assistant Headteachers or Headteacher using CPOMs.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils are responsible for:

- Follow our school expectations.
- Report behaviour that concerns, hurts or worries them to an adult
- Accept the times when things go wrong or they make mistakes and move on quickly
- Support and forgive each other when things go wrong

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances, which may affect their child's behaviour.

Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school
- Being aware of their child's role within the community
- Supporting the school's behaviour policy
- Modelling respectful behaviour and communicate with staff in a calm and constructive manner

By ensuring their child is ready for the school day by:

- Being punctual
- Being alert and ready to learn
- Wearing correct school uniform
- Having correct equipment and appropriate school bag
- Communicating with staff

By communicating effectively with staff by:

- Reading and responding appropriately to school letters
- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending parents' evenings and school meetings
- Informing the school of absence by telephoning on the first day

Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- **Harassment** – behaviour towards others which is unwanted and has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
- **Sexual harassment, sexual violence or harmful sexual behaviour** - unwanted behaviour of a sexual nature, including sexual comments, unwanted physical contact, the sharing of sexual images, or any behaviour that causes harm, distress or intimidation.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Misuse of technology, online platforms or social media.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience, disruptive behaviour or deliberate damage to property.
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Inappropriate behaviour during educational visits or when representing the school
- Use of mobile phones without permission
- Graffiti

Low-level unacceptable behaviour may be treated as serious unacceptable behaviour where it is repeated, persistent, targeted, significantly disrupts learning, places others at risk, or forms part of a wider pattern of concerning behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Staff training will also promote the school's Catholic ethos and restorative approach to behaviour management. Staff will be supported to develop the skills required to build positive relationships, use restorative conversations effectively, manage conflict sensitively and promote a culture of forgiveness, respect and personal responsibility.

At Holy Rood, we believe the following to be true about behaviour:

- The most effective way to support positive behaviour is through clear expectations, consistency, fairness and positive relationships.
- Supporting positive changes in behaviour may require us to develop new skills, understanding and attitudes.
- Behaviour and learning are most successful when relationships are positive and expectations are clear.
- A consistent whole-school approach to behaviour is essential.
- Pupils need to understand what behaviour is expected of them in all situations.
- The consequences of positive and negative behaviour should be clearly understood by all members of the school community.
- It is important to focus on and address behaviours, rather than label or define children by their actions.
- Children respond positively to responsibility, trust and encouragement.
- Strong relationships and effective communication between home and school are essential in supporting positive behaviour.

As a staff team, we aim to maintain a positive, consistent and nurturing approach to behaviour across the school. We recognise that positive behaviour management supports self-esteem, inclusion and a productive learning environment. Successful behaviour is built upon respect for oneself, respect for others and respect for the wider community.

In striving each day to fulfil our Mission Statement, we seek to promote a culture of forgiveness, compassion, responsibility and respect. This policy applies whenever pupils are in school, on educational visits, and, where appropriate, to behaviour outside of school that may have an impact on the wellbeing of pupils, staff or the reputation of the school.

Good behaviour comes about when we...

- Invest time and energy in building positive relationships with each child to establish trust, security and a sense of belonging.

- Understand and support each child as an individual and treat them with dignity and respect.
- Model the behaviours, attitudes and values that we wish to see in our pupils.
- Use a range of teaching strategies to provide engaging, purposeful and inclusive learning experiences.
- Provide a happy, safe, calm and well-organised environment.
- Clearly explain why certain behaviours are unacceptable and the impact they may have on others.
- Give children opportunities to make positive choices and learn from mistakes.
- Recognise, celebrate and encourage effort, resilience and achievement.
- Work closely with parents and carers to promote consistent expectations and support.

At Holy Rood, we do the following to encourage good behaviour:

- Greeting and being greeted by name, making eye contact and showing genuine interest in one another.
- Taking time to talk to pupils and build positive relationships.
- Showing empathy and seeking to understand how others may be feeling.
- Using humour appropriately to build relationships and reduce tension.
- Remaining calm and respectful, particularly during challenging situations.
- Listening carefully to pupils and valuing their views and experiences.
- Showing appreciation through positive feedback and gratitude.
- Taking responsibility for our actions and apologising when we make mistakes.
- Promoting forgiveness and supporting others to move forward positively.
- Taking an active interest in pupils' lives, achievements and interests.
- Recognising and celebrating resilience, resourcefulness and positive choices.
- Valuing effort as well as achievement and acknowledging progress, however small.
- Celebrating achievements both inside and outside school.
- Sharing and displaying pupils' achievements, talents and successes with the school community.

Expectations for Behaviour

In living out our Mission Statement, we strive to be:

Respectful

We show respect for others and their property, use excellent manners and take pride in looking after our school environment.

Kind and Considerate

We treat others with kindness and compassion, use positive language and help and support one another whenever we can.

Truthful and Honest

We tell the truth, take responsibility for our actions and learn from our mistakes.

Hard-working and Resilient

We always try our best, persevere when things are difficult and take pride in our achievements.

Good Listeners

We listen attentively to others, allow people to speak without interruption and expect the same courtesy in return.

Safe and Responsible

We make safe choices, follow instructions promptly and help to keep ourselves and others safe at all times.

Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with promptly. Staff will respond consistently, predictably, calmly and with confidence to maintain a safe, supportive and orderly learning environment. Following any incident, staff will consider how future occurrences can be prevented and what support may be required to help the pupil make positive choices.

The school recognises that behaviour is a form of communication. Whilst unacceptable behaviour will be challenged, staff will seek to understand the reasons behind a pupil's behaviour and provide support where appropriate.

The Headteacher and Assistant Headteachers will monitor patterns of behaviour and maintain records of significant incidents to help identify pupils whose behaviour may indicate potential mental health, safeguarding or additional learning needs. All staff will remain alert to changes in behaviour which may suggest a pupil requires help, protection or additional support. Behaviour incidents and safeguarding concerns will be recorded using the school's CPOMS system.

The school uses a consistent behaviour system and stepped approach to behaviour management. Pupils will be supported to understand expectations, learn from mistakes and repair relationships where appropriate. Pupils will be made aware of the pastoral support available to help them manage their behaviour and how they can access this support when needed.

Support, including restorative conversations, targeted discussions with pupils, communication with parents and carers, and enquiries into wider circumstances where necessary, will be provided alongside consequences to help prevent behaviour from recurring.

Initial Responses to Unacceptable Behaviour

Following an initial incident of unacceptable behaviour, staff will use their professional judgement to determine an appropriate and proportionate response. This may include:

- A reminder of the expected behaviour.
- A verbal warning.
- Moving a pupil's name down the behaviour chart to "Warning".
- A restorative conversation.
- Reflection time.
- A discussion with parents or carers.
- Recording the incident where appropriate.

Staff will always seek to maintain the dignity of the pupil and support them to make better choices in the future.

Significant Behaviour Incidents

Where a pupil's behaviour causes significant disruption, presents a safety concern, or is considered serious enough by a member of staff, the following procedures may apply:

- The pupil will be referred to the Headteacher or, in their absence, one of the Assistant Headteachers.
- The incident will be investigated by an appropriate leader.
- Relevant details will be recorded on CPOMS.
- Parents or carers will normally be informed on the same day.

- Where necessary, the pupil may be removed from the classroom for a period of reflection and support.

The Headteacher or Assistant Headteachers will determine the appropriate next steps, including any consequences and support measures required.

Any removal from the classroom will be lawful, reasonable, proportionate and for the shortest time necessary.

Responding to Repeated Behaviour Concerns

Where unacceptable behaviour is repeated or persistent, additional support and intervention will be considered. This may include:

- Meetings with parents or carers.
- Increased monitoring of behaviour.
- Behaviour reports.
- Individual behaviour targets.
- Restorative meetings.
- Additional pastoral support.
- Support from the SENDCo, Senior Mental Health Lead or DSL.
- Individual Behaviour Plans or support plans.
- Referral to external agencies where appropriate.

The school recognises that repeated behavioural difficulties may indicate an unmet need, SEND, SEMH difficulty, safeguarding concern or other vulnerability. Appropriate assessments and support will therefore be considered alongside any behavioural consequences.

Where a pupil is identified as having SEND or SEMH needs, support will be provided in accordance with the school's SEND Policy and graduated approach.

Suspension and Permanent Exclusion

In exceptional circumstances, where behaviour is particularly serious or where all reasonable support strategies have been unsuccessful, the Headteacher may consider suspension or permanent exclusion in line with the school's Suspension and Exclusion Policy and current statutory guidance.

Before making such decisions, the school will consider all relevant circumstances, including:

- The nature and seriousness of the incident.
- The pupil's age and stage of development.
- Any SEND, SEMH needs or disabilities.
- Any safeguarding concerns.
- The effectiveness of previous interventions and support.

Alternative approaches, including multi-agency support, managed moves and other appropriate interventions, will be considered where suitable.

Lawful Discipline

For disciplinary action to be lawful, the school will ensure that:

- The decision is made by a paid member of school staff, or a member of staff authorised by the Headteacher.

- The decision is made on school premises or while the pupil is under the lawful control of a member of staff, including educational visits.
- The decision is reasonable, proportionate and non-discriminatory.

The school will ensure that all disciplinary responses are fair and take account of the pupil's age, understanding, religion or belief, SEND, SEMH needs, safeguarding concerns and any other relevant circumstances.

Prevention Strategies for Unacceptable Behaviour

This section outlines the school's approach to preventing unacceptable behaviour through early intervention, support and partnership working. The aim is to minimise the frequency and severity of incidents and to help pupils develop positive behaviours over time.

Initial Interventions

A range of support strategies will be used to help pupils manage their behaviour and reduce the likelihood of more serious concerns developing. Support will be tailored to individual needs and may take place within the classroom, in small groups or through one-to-one provision.

Systems are in place to ensure that relevant members of staff are informed when a pupil is:

- Persistently misbehaving.
- Not responding to low-level interventions.
- Displaying a sudden change in behaviour.
- Presenting potential safeguarding or wellbeing concerns.

Examples of interventions may include:

- Regular communication with parents and carers.
- Increased pastoral support.
- Mentoring and coaching.
- Restorative meetings.
- Behaviour monitoring reports.
- Individual Behaviour Plans.
- Small group interventions.
- Social skills support.
- Emotional literacy support.
- Engagement with local services and external agencies.
- SEND reviews and assessments where appropriate.
- Review of EHC Plan provision where applicable.

Where concerns remain significant, the school may initiate a multi-agency approach, including an Early Help Assessment, to ensure that the wider needs of the pupil and family are identified and supported effectively.

Behaviour curriculum

Positive behaviour will be explicitly taught to all pupils as part of the school's behaviour curriculum. This enables pupils to understand the behaviours, attitudes and routines that are expected, encouraged and celebrated within our school community, as well as the behaviours that are unacceptable.

Staff will regularly teach, model and reinforce positive behaviour through everyday interactions, assemblies, collective worship, classroom learning and wider school life. Positive reinforcement will be used whenever expectations are met in order to recognise success and encourage positive behaviour to be repeated.

The behaviour curriculum focuses on establishing clear expectations and teaching pupils the habits and routines needed to be successful members of the school community, such as moving around school safely, listening attentively, showing respect for others and being ready to learn.

Routine will be used to teach and reinforce expected behaviours. Appropriate and reasonable adjustments will be made for pupils with SEND or additional needs where required. Staff will use consistent language when recognising positive behaviour and addressing behaviour that falls below expectations.

Behaviour System

All pupils begin each day on the Ready section of the school's behaviour system.

Staff will use the following consistent language:

Outstanding

This recognises behaviour that is exemplary and significantly exceeds expectations.

Staff will:

Use the term Outstanding.

Explain why the behaviour is an excellent example to others.

Share the achievement with the Headteacher or Assistant Headteachers where appropriate.

Impressed

This recognises behaviour that demonstrates particularly positive choices, effort or attitudes.

Staff will:

Use the term Impressed.

Explain why the behaviour has been noticed.

Award a house point.

Noticed

This recognises positive behaviour that reflects the school's expectations.

Staff will:

Use the term Noticed.

Acknowledge and reinforce the behaviour observed.

Ready to Learn

This is the expected position for all pupils.

Pupils are:

Ready to learn.

Ready to participate.

Ready to play safely and respectfully.

Warning

A warning is given when behaviour falls below expectations.

Staff will:

Clearly explain which behaviour is unacceptable.

Remind the pupil of the expected behaviour.

Help the pupil understand the choices available to them.

Thinking Time

Thinking Time provides an opportunity for reflection and support before behaviour escalates further.

Staff will:

Direct the pupil to a designated reflection space within the classroom or another appropriate supervised location.

Discuss what has happened and what positive choices can be made next.

Support the pupil to re-engage successfully with learning.

Thinking Time may be used on more than one occasion before behaviour escalates further.

Serious Talk

This is used for serious incidents or where previous interventions have not successfully improved behaviour.

Pupils may be referred directly to a member of the Senior Leadership Team where behaviour is serious enough to warrant immediate intervention.

The Senior Leadership Team will:

Discuss the incident with the pupil.

Record the incident appropriately.

Determine any necessary consequences or support.

Contact parents or carers where appropriate.

Consider any underlying causes, support needs or safeguarding concerns.

In serious cases, the Headteacher may consider additional consequences, including removal from class, suspension or other actions in accordance with statutory guidance and the school's Suspension and Exclusion Policy.

Positive teacher-pupil relationships

Positive relationships between staff and pupils are fundamental to promoting good behaviour and creating a supportive learning environment. The school recognises that pupils are more likely to engage positively with learning and meet behaviour expectations when they feel safe, valued, respected and understood.

The school will place a strong emphasis on developing positive relationships built upon consistency, predictability, fairness, trust and mutual respect. Through these relationships, staff will develop an understanding of each pupil's individual strengths, needs, interests and circumstances, enabling them to respond effectively and appropriately to behaviour.

Staff will actively seek to build positive relationships by:

- Greeting pupils warmly and positively each day.
- Taking an interest in pupils' wellbeing, achievements and interests.
- Modelling respectful behaviour and communication at all times.

- Listening carefully to pupils and valuing their views.
- Recognising and celebrating positive behaviour, effort and achievement.
- Using restorative conversations to help pupils reflect on and repair relationships when difficulties arise.
- Maintaining high expectations whilst demonstrating care, compassion and understanding.

The school believes that strong relationships provide the foundation for successful behaviour management, personal development and academic achievement. Where behaviour falls below expectations, staff will seek to preserve and strengthen relationships whilst supporting pupils to reflect, learn and make positive choices in the future.

Preventative measures for pupils with SEND

The school recognises that, for some pupils, behaviour may be influenced by their special educational needs and/or disabilities (SEND). Staff will always consider whether a pupil's SEND may have contributed to behaviour that falls below expectations and will take this into account when determining an appropriate response.

Whilst having SEND does not prevent a pupil from being held accountable for their behaviour, the school will consider whether any reasonable adjustments are required and whether support, intervention or adaptations are needed to help the pupil succeed.

Where a pupil is identified as having SEND, the graduated approach of Assess, Plan, Do, Review will be used to assess needs, implement support and evaluate the impact of interventions.

The school recognises that behaviour can sometimes be a form of communication and will seek to understand any underlying needs, difficulties or barriers that may be contributing to a pupil's behaviour.

The school will aim to anticipate potential triggers of behaviour that falls below expectations and put support measures in place to reduce the likelihood of difficulties occurring. These measures will be tailored to the individual needs of the pupil and may include, but are not limited to:

- Short, planned movement breaks for pupils who find it difficult to remain seated for extended periods.
- Providing visual timetables, clear routines and advance notice of changes to daily activities.
- Ensuring that pupils with visual or hearing impairments are seated appropriately and have access to necessary resources and support.
- Adjusting uniform expectations where required because of sensory needs or medical conditions.
- Providing access to quiet spaces or sensory regulation strategies when needed.
- Offering additional support during less-structured times, such as playtimes, lunchtimes or transitions.
- Breaking down instructions into smaller, manageable steps and checking understanding.
- Using personalised reward systems, behaviour targets or support plans where appropriate.
- Providing staff training to improve understanding of autism, ADHD, speech and language needs, attachment difficulties and other SEND-related needs.
- Working closely with parents, carers and external professionals to ensure a consistent approach to support.

Where appropriate, behaviour support strategies will be documented within a pupil's support plan, SEND Support Plan, Individual Behaviour Plan or Education, Health and Care Plan (EHCP).

The school will regularly review the effectiveness of support and make adjustments where necessary to ensure pupils with SEND are able to access learning successfully, develop positive relationships and achieve their full potential.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical Intervention

The school is committed to using positive behaviour management strategies, de-escalation techniques and restorative approaches to prevent incidents from escalating wherever possible.

In accordance with the school's Physical Intervention Policy and statutory guidance, reasonable force may be used where it is necessary to prevent a pupil from:

- Hurting themselves or others.
- Damaging property.
- Committing an offence.
- Seriously disrupting the good order and discipline of the school.

Physical intervention will only be used as a last resort when other strategies have been unsuccessful or are inappropriate due to the urgency of the situation. Any use of reasonable force will be necessary, proportionate and appropriate to the circumstances.

The school recognises that some pupils may have SEND, medical conditions or other vulnerabilities that may affect their behaviour. These factors will be considered when making decisions about behaviour support and any use of physical intervention.

All incidents involving physical intervention will be recorded and reported in accordance with the school's Physical Intervention Policy. Parents or carers will be informed as soon as reasonably practicable following any significant incident involving physical intervention.

Further information regarding physical intervention, reasonable force, recording procedures and positive handling plans can be found in the school's Physical Intervention Policy.

Removal from the classroom

The school may remove a pupil from the classroom, under the instruction of a member of staff, as a response to serious or repeated breaches of the Behaviour Policy where it is necessary and proportionate to do so.

Removal is a serious consequence and will only be used when other appropriate strategies have been unsuccessful, or where the behaviour is sufficiently serious to warrant immediate removal.

A pupil may be removed from the classroom in order to:

- Maintain the safety of pupils and staff.
- Restore a calm and purposeful learning environment.
- Enable the pupil to continue their education in a managed setting.
- Allow the pupil time and support to regain self-control and reflect on their behaviour.

Any area used for removal will:

- Be appropriately supervised.
- Provide a safe and suitable environment.
- Enable the pupil to continue learning where appropriate.
- Meet the needs of the pupil, including any SEND or medical requirements.

The length of any removal will be proportionate and for the shortest time necessary. The school will ensure that pupils continue to receive meaningful educational provision during periods of removal.

Where a pupil is removed from the classroom, the incident will be recorded and parents or carers will normally be informed where appropriate.

Following a period of removal, staff will support the pupil's reintegration into the classroom. Consideration will be given to any support, intervention or reasonable adjustments required to help the pupil successfully return to learning and meet the school's behaviour expectations.

Where a pupil is repeatedly removed from the classroom, the school will consider whether additional support, assessment or intervention is required, including involvement from the SENDCo, Behaviour Lead, DSL, parents/carers or external agencies where appropriate.

Pupils will continue to have access to refreshments, toilet facilities and any support required to ensure their health, safety and wellbeing whilst removed from the classroom.

Sexual abuse and harassment

The school maintains a zero-tolerance approach to all forms of sexual abuse, sexual harassment, sexual violence, harmful sexual behaviour and gender-based bullying. Such behaviour is never acceptable and will not be dismissed as banter, harmless fun, part of growing up or an inevitable part of school life.

The school is committed to creating and maintaining a culture where pupils feel safe to report concerns and are confident that all allegations and incidents will be taken seriously, investigated appropriately and responded to promptly.

All incidents of sexual abuse, sexual harassment and harmful sexual behaviour will be managed in accordance with the school's Child Protection and Safeguarding Policy and Child-on-child Abuse Policy. Staff will maintain a safeguarding approach at all times and will work to protect and support all pupils involved.

Where a report of sexual harassment is made, the school will take immediate and appropriate action to stop the behaviour, prevent any recurrence and support those affected. The response will be proportionate to

the nature of the incident and will take account of the ages, developmental stages and individual needs of the pupils involved.

Where a report of sexual violence or harmful sexual behaviour is made, the Designated Safeguarding Lead (DSL) will be informed immediately. The school will take all reasonable steps to protect the alleged victim and any other pupils who may be affected, whilst ensuring that appropriate support is available for all parties involved.

The DSL will work closely with children's social care, the police and other relevant agencies where required. Any actions taken by the school, including disciplinary measures, will be carefully considered to ensure that they do not compromise safeguarding procedures or any external investigation.

Appropriate records will be maintained in line with safeguarding procedures, and parents/carers will be informed where appropriate, taking account of safeguarding considerations and advice from external agencies.

Prohibited items, searching pupils and confiscation

In accordance with the school's Searching, Screening and Confiscation Policy, the Headteacher and members of staff authorised by the Headteacher have the statutory power to search pupils or their possessions without consent where they have reasonable grounds to suspect that a pupil may be in possession of a prohibited item or an item that may be searched for under school rules.

Authorised staff may use reasonable force, where lawful, reasonable and proportionate, when conducting a search for the statutory prohibited items listed below:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Any article that a member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence;
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

The school identifies the following as items banned under school rules which may be searched for in accordance with the school's Searching, Screening and Confiscation Policy:

- E-cigarettes and vaping devices.
- Lighters.
- Aerosols.
- Legal highs or psychoactive substances.
- Energy drinks.
- Mobile phones.

Reasonable force will not normally be used when searching for items that are banned under school rules alone.

Pupils who bring mobile phones into school must hand them to a member of staff on arrival. Mobile phones will be stored securely during the school day and returned to pupils at the end of the school day. Pupils are not permitted to access or use mobile phones during the school day unless authorised by a member of staff.

Any pupil found using a mobile phone without permission during the school day may have the device confiscated. Staff will consider whether confiscation is reasonable and proportionate in the circumstances. The Headteacher, or a member of the Senior Leadership Team acting on their behalf, will determine when the device should be returned.

All searches and confiscations will be conducted in accordance with the school's Searching, Screening and Confiscation Policy.

Effective Classroom Management

The school recognises that effective classroom management is fundamental to promoting positive behaviour, maintaining high expectations and creating an environment in which all pupils can learn successfully.

Well-managed classrooms enable staff to:

- Establish clear expectations, routines and boundaries.
- Promote positive relationships based on mutual respect.
- Recognise and reinforce positive behaviour.
- Address behaviour concerns consistently and fairly.
- Create a calm, safe and purposeful learning environment.
- Deliver engaging, inclusive and well-planned lessons.
- Maximise learning time and minimise disruption.

Subject to reasonable adjustments, including those required for pupils with SEND, all pupils are expected to follow the school's behaviour expectations by:

- Conducting themselves safely, responsibly and respectfully.
- Arriving at school ready to learn.
- Following reasonable instructions from staff.
- Treating others with kindness, respect and courtesy.
- Respecting the opinions, beliefs and rights of others.

- Completing learning tasks to the best of their ability.
- Taking responsibility for their actions.
- Reporting concerns or unacceptable behaviour to a trusted adult.
- Respecting school property, equipment and the learning environment.

Classroom rules and routines

The school maintains clear, consistent and age-appropriate classroom rules and routines which support positive behaviour and successful learning.

Teachers will:

- Teach, model and reinforce classroom expectations.
- Use positive language to communicate expectations.
- Ensure routines are understood and practised regularly.
- Consistently apply rewards, consequences and restorative approaches.
- Explain expectations clearly and revisit them regularly throughout the year.
- Support pupils to understand the reasons behind expectations and routines.

Teachers will ensure that pupils understand that the school's expectations for behaviour apply throughout the school day, during educational visits and whenever they are representing the school.

Pupils will be encouraged to seek help and support if they are finding it difficult to meet behaviour expectations. Appropriate pastoral support and intervention will be provided where necessary.

The classroom environment

The school recognises that the physical environment can have a significant influence on behaviour and learning.

Staff will aim to create classrooms that are:

- Safe, welcoming and inclusive.
- Calm, orderly and well organised.
- Stimulating and conducive to learning.
- Structured to support concentration and engagement.

Teachers will use professional judgement when organising classrooms, including seating arrangements, positioning within the room and the use of resources, to support learning, maximise participation and minimise disruption.

Reasonable adjustments will be made where required to meet the needs of pupils with SEND or other additional needs.

Praise and rewards

The school recognises that praise and encouragement are powerful tools for promoting positive behaviour, raising self-esteem and helping pupils to feel valued and successful. Staff will seek to recognise, celebrate and reinforce positive behaviours, attitudes, effort and achievements whenever possible.

When giving praise, staff will ensure that:

- They clearly identify the behaviour, effort or achievement being recognised.

- Praise is given as soon as possible following the desired behaviour.
- A variety of praise strategies are used.
- Effort, perseverance, resilience and independence are recognised as well as outcomes.
- Praise is meaningful, sincere and proportionate.
- Positive behaviour is recognised consistently across the school.
- The school's behaviour system is used effectively.
- House points are awarded where appropriate.

The school encourages a culture in which pupils celebrate and support one another. Staff will actively promote opportunities for pupils to recognise the achievements, efforts and positive actions of others.

The school understands that rewards can help reinforce positive behaviour and encourage pupils to continue making positive choices. To be effective, rewards should be:

- Immediate – linked closely to the behaviour being recognised.
- Consistent – applied fairly and regularly.
- Achievable – accessible to all pupils.
- Fair – reflecting effort, behaviour and achievement appropriately.

Rewards May Include:

- Verbal praise.
- Moving up the behaviour chart.
- Raffle tickets.
- House points.
- Sharing achievements with parents and carers through conversations, telephone calls, emails or other forms of communication.
- Certificates and awards.
- Recognition during Celebration Assembly.
- Positions of responsibility and leadership, including School Council, Eco Council, RE Ambassadors and Reading Ambassadors.
- Displaying and celebrating achievements around the school.
- "Brilliant Letters" sent home to recognise exceptional effort, behaviour or achievement.

A Celebration Assembly is held each week to recognise and celebrate pupils who have demonstrated the school's values and behaviour expectations.

At the end of each term, "Brilliant Letters" may be sent directly to pupils' homes to acknowledge outstanding effort, achievement or contribution to school life.

Behaviour at Lunchtime and the Role of Lunchtime Supervisors

The school's behaviour expectations apply at all times during the school day, including before school, during lunchtime, at playtimes, on educational visits and whenever pupils are representing the school.

Lunchtime supervisors play an important role in promoting the school's values and maintaining a positive, safe and enjoyable environment. They are expected to model the behaviours and attitudes outlined within this policy and use the same language, routines and expectations as all other members of staff.

Lunchtime supervisors will:

- Promote positive behaviour through praise, encouragement and positive role modelling.
- Support pupils to resolve minor disagreements respectfully and appropriately.
- Apply behaviour expectations consistently and fairly.
- Encourage pupils to play safely and inclusively.
- Report any significant behaviour incidents to the class teacher and/or Headteacher.
- Record incidents in accordance with school procedures where appropriate.
- Contribute to restorative conversations following incidents when required.

The school recognises the importance of consistency across all parts of the school day. Pupils will therefore receive the same high expectations, support and encouragement during lunchtimes as they do in the classroom.

Effective pupil support

The school recognises that some pupils may require additional support to meet the expected standards of behaviour. The purpose of any additional intervention is to help pupils develop the skills, understanding and self-regulation strategies necessary to be successful members of the school community and to enable them to access learning successfully.

The school adopts an early intervention approach and recognises that behaviour may, at times, be a reflection of underlying needs, including SEND, SEMH needs, safeguarding concerns, adverse childhood experiences or difficulties experienced outside of school.

Designated wellbeing, safeguarding and pastoral staff will work closely with pupils, families and other professionals to ensure that appropriate support is identified and implemented at the earliest opportunity. Relevant staff will have clearly defined roles and responsibilities to ensure that pupils receive effective, coordinated and consistent support.

Support may include:

- Restorative conversations and pastoral support.
- Individual behaviour targets and behaviour support plans.
- Mentoring and coaching.
- Emotional literacy and wellbeing support.
- SEND assessments and interventions.
- Small group or individual programmes.
- Support from the Mental Health Lead, SENDCo or DSL.
- Risk assessments and positive handling plans where appropriate.
- Early Help support and multi-agency intervention.

The school recognises that successful behaviour support relies upon effective partnerships with parents and carers. Staff will work collaboratively with families to identify barriers to success and agree strategies to support positive outcomes.

Where additional support is required, the school will engage appropriately with external agencies and specialist services, including educational psychologists, behaviour support services, health professionals, children's social care and other relevant professionals.

Where alternative provision is used, the school will ensure that appropriate educational and pastoral support continues to be provided. The overarching aim of any alternative provision will be to support the pupil's successful reintegration into mainstream school life whenever appropriate and possible.

Support plans and interventions will be reviewed regularly to ensure they remain effective and continue to meet the needs of the pupil.

Behaviour outside of school premises

The school expects all pupils to act as positive ambassadors for Holy Rood Catholic Primary School and to demonstrate the values and expectations outlined in this policy whenever they are representing the school or identifiable as a pupil of the school.

The school has the power to respond to behaviour that takes place both inside and outside of school where it is reasonable to do so. Staff may discipline pupils for misbehaviour outside of school premises, including online behaviour, when a pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as a pupil of the school.

Staff may also respond to behaviour outside of school, including online behaviour, where it:

- Could have a negative impact on the reputation of the school.
- Poses a risk to the safety or wellbeing of another pupil, member of staff or member of the public.
- Could have repercussions for the orderly running of the school.
- Constitutes bullying, cyberbullying, harassment, discrimination or other behaviour that would be unacceptable if it occurred on school premises.

The school will investigate reports of unacceptable behaviour occurring outside school and will take appropriate action where there is a clear connection between the behaviour and the school community.

Any incidents of bullying, including cyberbullying, that are reported to the school will be dealt with in accordance with the school's Anti-Bullying Policy and Child Protection and Safeguarding Policy.

The school will apply behaviour consequences fairly, consistently and proportionately. In determining an appropriate response, staff will consider:

- The nature and seriousness of the behaviour.
- The impact on others.
- The age and individual circumstances of the pupil.
- Any SEND, SEMH, safeguarding or other relevant factors.

Where appropriate, restorative approaches, parental involvement and supportive interventions will be used alongside any consequences issued.

Complaints received from members of the public regarding the conduct of pupils will be taken seriously and investigated appropriately. Such complaints will be managed in accordance with the school's Complaints Procedures Policy.

Data collection and behaviour evaluation

The school recognises the importance of collecting and analysing behaviour data to ensure that behaviour systems are effective, equitable and meeting the needs of all pupils. Behaviour data will be used to identify trends, evaluate the impact of interventions, improve practice and inform future decision-making.

The school will collect and review information from a range of sources, including:

- Behaviour incident records, including removals from the classroom.
- Attendance data.
- Suspension and permanent exclusion data.
- Behaviour support plans and interventions.
- Use of alternative provision, managed moves and off-site directions where applicable.
- Incidents involving searching, screening and confiscation.
- Safeguarding records where behaviour is a relevant factor.
- Feedback and surveys from pupils, staff, parents, governors and other stakeholders regarding behaviour, wellbeing and the school's behaviour culture.

Behaviour data will be monitored and analysed termly by the Headteacher and Senior Leadership Team. The purpose of this analysis will be to:

- Identify patterns and trends in behaviour.
- Evaluate the effectiveness of behaviour systems and interventions.
- Identify pupils who may require additional support.
- Consider whether there are underlying SEND, SEMH, safeguarding or attendance concerns.
- Identify any inconsistencies in the application of the Behaviour Policy.
- Inform staff training needs and school improvement priorities.
- Promote a positive, inclusive and effective behaviour culture across the school.

Behaviour data will be analysed in relation to relevant protected characteristics under the Equality Act 2010 to ensure that behaviour systems and responses remain fair, proportionate and non-discriminatory.

Findings from behaviour monitoring will be reported to governors through the Headteacher's Report and will contribute to the school's ongoing self-evaluation and improvement planning.

All staff contribute to the school's behaviour culture and share responsibility for maintaining high expectations. Staff will therefore be expected to implement behaviour systems consistently, reflect on practice and contribute positively to the continued development of behaviour provision across the school.

Monitoring and review

This policy will be reviewed annually by the Headteacher, Mental Health Lead and Governing Body to ensure that it remains effective, reflects the school's values and ethos, and complies with current legislation and statutory guidance.

Any amendments made to the policy will be communicated to staff, governors, pupils and parents/carers as appropriate.

The Governing Body will monitor the implementation and effectiveness of this policy through regular reports from the Headteacher.

This policy will be published on the school's website and made available to parents, carers, staff, governors and inspectors upon request.

Approved by Chair of Governors



Approved Date: September 2026

Review Date: August 2027