

1. Introduction

This document is a statement of the aims, principles and strategies for the promotion of good behaviour amongst pupils at Holy Cross Prep School. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people.

It recognises the School's duties under the Equality Act 2010, including issues related to pupils with SEND and how reasonable adjustments are made for these pupils.

2. Purpose of the Policy

The Behaviour Policy:

- should be read in conjunction with the School's Mission Statement, the pupil charter 'The Holy Cross Way', the [Teaching and Learning Policy](#), the [Anti-Bullying Policy](#) and the [Safeguarding and Child Protection Policy](#), as together these establish the general ethos of the school;
- provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people;
- includes measures to be taken to encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils (refer to [Anti-Bullying Policy](#)).
- It is important to note that corporal punishment is neither used nor threatened at any time.

3. Aims

Our aims for behaviour are that all pupils will:

- grow in Christian maturity through the teaching of Christian values and be tolerant and understanding with consideration for the rights, views and property of others;
- develop a responsible and co-operative attitude towards work and towards their roles in society;
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- take pride in everything they do and in their role within the school community;
- develop their own character through an awareness and respect for themselves and others;
- work towards togetherness and a community akin to a well-ordered family.

4. Principles

Every child has the right to learn, working in an atmosphere that is free from interference or disruption from others. The Advisory Body and leadership of the school seek to provide a safe environment, free from disruption, violence, bullying and any form of harassment.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative team work between staff, pupils and parents. All personnel at every level of the school have a responsibility for promoting good behaviour and for being positive role models.

5. Equality

We believe that it is important to prepare our children for life as citizens in a multi-ethnic society in which there should be equality and harmony. We actively promote a positive, caring atmosphere for all pupils in our school and aim to foster respect for the protected characteristics (Equality Act 2010) age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

We will not tolerate discrimination of any kind in deed or word and discriminatory or extremist opinions or behaviours should be challenged as a matter of routine. All incidents will be taken very seriously and dealt with quickly. The Headteacher will reinforce the point that this behaviour and prejudice are totally unacceptable in our school. If a pupil persists with inappropriate behaviour, the Headteacher will inform the parents and invite them to discuss the issues.

6. Responsibilities and Strategies

All members of the school community work towards the school's aims by:

- endeavoring to live by Gospel values;
- esteeming children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures, race and religion;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- rejecting all conduct involving bullying or harassment (refer to [Anti-Bullying Policy](#));
- not only setting out rewards and sanctions, but by the teaching of good behaviour;
- helping to develop strategies to eliminate unacceptable behaviour both within and outside the classroom, and applying these consistently;
- utilising effective strategies for managing behaviour and encouraging pupils to act responsibly;
- caring for, and taking pride in, the physical environment of the school;
- working as a team, supporting and encouraging one another; and
- developing the God-given gifts of each member of the community.

The Senior Leadership Team (Headteacher and senior staff) work towards the school's aims by:

- taking a lead in the establishment of a positive school ethos;
- taking responsibility for devising and implementing a [Teaching and Learning Policy](#) which acknowledges its influences on pupils' behaviour and motivation;
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken;
- recording and monitoring punctuality and responding firmly when it is poor;
- recording and reporting incidents of serious misconduct;
- holding meetings with parents of pupils who persistently misbehave (and establishing the possible reasons for this);
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified;
- having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success;

BEHAVIOUR POLICY including EYFS and EXCLUSIONS

- communicating to parents, through the Parent Contract, the school's policy on and arrangements for admissions, misbehaviour and exclusions;
- supporting teachers in implementing effective behaviour management strategies;
- a programme of Personal, Social, Health and Economic Education designed to promote mutual respect, self-discipline and social responsibility (see [PSHE Education Policy](#))
- a programme of Religious Education which includes ethical and moral issues and work on relationships and feelings (see [RE Policy](#)); and
- by providing a planned programme of professional development for all staff within the school strategic development plan.

Teachers work towards the school's aims by:

- providing a challenging and stimulating programme of study to motivate and inspire pupils;
- recognising and being constantly aware of the needs of each individual pupil according to ability and aptitude;
- encouraging high, yet realistic standards;
- enabling pupils to take increasing responsibility for their own learning and conduct;
- ensuring that learning is progressive and continuous;
- teaching pupils to embody the Holy Cross Way in their everyday behaviours;
- teaching pupils about the school rewards and sanctions system and ensuring this is upheld by all.
- paying particular attention to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet;
- providing opportunities for children to discuss appropriate behaviour;
- taking quick, firm action to prevent one pupil inhibiting another's progress;
- rapid and stringent response to incidents of bullying of any type (refer to [Anti-Bullying Policy](#));
- by adhering to the [Staff Behaviour Policy](#) which provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil;
- being good role models working collaboratively for the good of the school community; and
- conscientious supervision of pupils at all times.

Pupils (appropriate to age) work towards the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep;
- being punctual, polite and ready to begin lessons on time;
- being organised and completing homework promptly;
- contributing to the development of the school's charter of behaviour (The Holy Cross Way);
- conducting themselves in an orderly manner in line with this charter;
- accepting responsibility for their behaviour, showing initiative and understanding how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; and
- taking growing responsibility for their environment and for their own learning and conduct.

Parents work toward the school's aims by:

- adhering to the School Regulations;
- providing support for the discipline within the school and for the teacher's role;
- being realistic about their children's abilities and offering encouragement and praise;

- participating in discussions concerning their children's attainment and progress;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- taking an active interest in children's learning by supporting at home where appropriate, giving due importance to homework, hearing reading, assisting in learning of tables and spellings and signing the homework diary each week;
- allowing children to take increasing personal and social responsibility as they progress throughout the school; and
- accepting responsibility for the conduct of their children at all times.

7. Procedures

For ensuring involvement of all members of the school community include:

- regular meetings of staff which provide opportunities to discuss issues which relate to, or may affect, the behaviour of the pupils;
- regular meetings of the Deputy Head, Head of Pre-Prep and Head of Junior Department with the Headteacher which provide opportunities to discuss behaviour issues.

For providing pupils with opportunities to discuss appropriate behaviour include:

- beginning the school year by creating a class contract and a class version of The School Mission Statement, which pupils decide on, agree to and sign;
- class assembly, PSHE Education and form time providing a forum for discussion in the classroom once each week;
- staff nurturing positive relationships with pupils to enable them to feel able to discuss personal matters with their class teacher or a member of staff at any time; and
- pupils having access to heads of department and the Assistant Head (pastoral) to enable them to discuss personal matters.

8. Rewards for Good Behaviour

There is a clear system of rewards in place, displayed in classrooms, which aims to ensure consistency and fairness in the school:

- verbal and non-verbal praise e.g. smiles;
- use of stars, stamps, stickers and the Rainbow system (Pre-Prep and Early Years only) for good work and contribution to the well-being of the school community;
- sharing work and positive behaviour with other adults and pupils;
- Headteacher special awards for infants, acknowledged in assemblies and in the Friday Update;
- a system of house points (credits – written as C in the back of the Homework Diary) and Stars of the Week for juniors, acknowledged in assemblies and in the Friday Update;
- merit awards presented at a special assembly and/or prize giving at the conclusion of each year.

9. Descriptive Praise

We recognise the importance of developing pupils' self-esteem and focusing on the positive; with this in mind, we use descriptive praise by:

- praising effort, attitude and strategies used;
- focusing on what pupils do right and not what they do wrong;
- praising small steps in the right direction;

- noticing improvements;
- praising the absence of negative language;
- focusing on the individual and not making comparisons;
- pointing out the quality shown by their behaviour.

10. Strategies for eliminating undesirable behaviour include:

- use of the thinking cloud (Pre-Prep and Early Years only);
- actioning of sanctions for undesirable behaviour in the classroom, dining room, playing field, etc;
- a readiness to tackle persistent behavioural or work problems through referring to the Head of Pre-Prep/Head of Junior Department, Deputy Head or Headteacher who will decide when and if it is appropriate to involve the parents to deal with the matter;
- a variety of activities to engage pupils' interest at all break times, both outdoors and indoors including a buddy bus stop and playground friends.

11. Strategies for dealing with unacceptable behaviour include:

- Acknowledging emotions first to then focus on remedial actions;
- resolving incidents - those who feel aggrieved want to see justice done; blame may not all be on one side; what happened may never be proved;
- staff pre-empting situations, reinforcing expectations and giving clear directions;
- ignoring disruptive behaviour when appropriate and praising the rest of the class, giving the pupil a look of enquiry or concern;
- drawing attention to positive behaviour and ignoring negative behaviour where appropriate;
- the giving of mild warnings, e.g. asking the offender what is the class/school rule about that and explaining the consequences of further poor behaviour;
- where there is conflict, encouraging the pupils to reflect on how their behaviour has affected others and to apologise – often both parties need to apologise;
- discussing with the pupil what happened and why; encouraging the pupil to reflect on what would help them to modify their behaviour;
- ensuring that pupils apologise to the member of staff or pupil affected by their behaviour either verbally or, if appropriate, in writing;
- setting positive targets;
- sending pupil to the Head of Pre-Prep or Head of the Junior Department if the incident is serious or persistent;
- pupils discussed under the 'Children of Concern' agenda item at staff meetings and brief details added to the Children of Concern list which is sent to staff;
- monitoring behaviour for a given period – inform the parents beforehand;
- recording serious incidents and consequences on the Pupil Profile in the R-Drive - Appendix A - [Serious Misbehaviour Investigation template](#);
- reporting persistent and continuous misbehaviour to the Deputy Head or the Headteacher;
- involving other support as and when appropriate.

12. SEND

Some pupils with special educational/behavioural needs may require specialist help, e.g. Educational/Behavioural Psychologist. Relevant aspects will be addressed within their Individual Education Plan (IEP) and arranged in consultation with their parents.

13. Sanctions to be adopted in the event of pupil misbehaviour

There is a clear system of sanctions (consequences) in place for those who choose to misbehave. It is as follows:

For Early Years

- In the first instance, a verbal discussion will take place between the pupil and an adult to reflect on the behaviour and identify how they should behave in the future;
- In the second instance, privileges will be removed and the pupil will be placed on the Thinking Cloud;
- If the behaviour continues the pupil will work in a quiet area of the classroom;
- Should the behaviour continue, parents will be informed and be invited to discuss at regular meetings with the Head of Pre-Prep until the issues are resolved;
- If the behaviour has not been managed using the above sanctions, the Deputy Head or the Head should be involved to discuss the issues and involve parents in setting up further strategies of support where necessary.

For Years 1 and 2

- In the first instance, a verbal discussion will take place between the pupil and an adult to reflect on the behaviour and identify how they should behave in the future;
- In the second instance, a verbal warning will be given and the pupil will be placed on the Thinking Cloud to reflect further;
- If the behaviour continues, the pupil will work in a quiet area of the classroom;
- For more serious or consistent misbehavior, the pupil will be sent to the Head of Pre-Prep to discuss ways forward.

For the juniors

- in the first instance a non-verbal sign is given to indicate disapproval of the behaviour displayed (e.g. eye contact, frown);
- in the second instance a verbal warning is given;
- for more serious or constant misbehaviour, a Discredit is given (written as 'DC' in the back of the Homework Diary). Depending on the reason for the Discredit, a teacher may also ask the pupil to complete an ERA (Explain/Reflect/Action) sticker, which is stuck into the Homework Diary on the day it was issued. The ERA is to be signed by a parent. Discredits and ERAs are tracked by the class teacher and reported to the Head of the Junior Department half termly.
- for more serious or consistent misbehaviour, the pupil is sent to the practitioner responsible for behaviour management (Head of the Junior Department) to discuss the incident and ways forward;
- if the behaviour has not been managed using the above sanctions, the pupil is sent to the Assistant Head or the Head to discuss the issues and involve parents in setting up further strategies of support.

THESE SANCTIONS HAVE BEEN DISCUSSED BY ALL PUPILS AND ARE DISPLAYED IN ALL CLASSROOMS TO SERVE AS A REMINDER FOR THOSE WHO MAY CHOOSE TO MISBEHAVE.

14. Guidance for Using Physical Restraint

Please also refer to [Use of Reasonable Force to Control or Restrain a Pupil Policy](#).

Corporal punishment is neither used nor threatened at any time. However, physical restraint may be required in certain circumstances, such as to avert the immediate danger of personal injury. Reasonable force is usually used either to control or restrain.

Before using force, staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Actions could include:

- passive physical contact resulting from standing between pupils or blocking a pupil's path;
- active physical contact such as leading a pupil by the hand or arm;
- ushering a pupil away by placing a hand in the centre of their back.

An incident report should be written immediately and given to the Headteacher, including eye witness accounts. The Headteacher will contact the parents to discuss the incident on the same day or as soon as reasonably practicable.

Persistent unacceptable behaviour will result in:

- planned meetings with parents and members of staff;
- a meeting with parents to create an individual behaviour plan;
- pastoral support plan based on a home/school liaison;
- exclusion, a 'fixed' term or permanent as appropriate, if behaviour does not improve, particularly if it involves bullying or harassment;
- liaison with other agencies if appropriate;
- meetings logged on the Pupil Profile on the R-drive.

15. Fixed-term and Permanent Exclusions

We do not wish to exclude any pupil from school, but in extreme and exceptional cases, this may be necessary. In such cases the following apply:

- only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may at their discretion require the removal, suspension or expulsion of the pupil from the school, if they consider that the pupil's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and, in the reasonable opinion of the Headteacher, the removal is in the school's best interests or those of the pupil or other pupils;
- the Headteacher may exclude a pupil for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this;
- if the Headteacher deems it necessary to exclude a pupil, the parents will be informed immediately and will be given reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the exclusion. The school will inform the parents of how to make any such appeal to the Advisory Body;

BEHAVIOUR POLICY including EYFS and EXCLUSIONS

- the Headteacher informs the Trustees about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term;
- if anyone has any reason to contest a decision it should be raised by the complaints procedure.

Examples of behaviour of the most serious nature:

- bullying;
- damage to school or personal property belonging to any member of the school community;
- persistent disruptive behaviour;
- physical assault against a pupil and/or an adult;
- racist abuse;
- radicalisation;
- sexual misconduct;
- theft;
- verbal abuse/threatening/malicious behaviour against a pupil and/or an adult.

This list is comprehensive but not exhaustive.

16. Malicious Accusation Against Staff

Pupil accusations against staff will be thoroughly investigated. Where accusations are found to be malicious, the Headteacher will issue strict sanctions in order to prevent a similar situation occurring again. In this situation, parents will be informed of a pupil's behaviour and the member of staff informed of the sanction.

17. Violence to staff

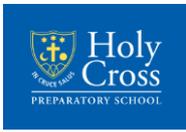
The school does not tolerate violence on staff. Arrangements in the [Security and Workplace Safety Policy](#) are designed to protect staff from violence at work.

18. Promoting care of the physical environment includes:

- display of pupils' work to enhance the environment, engage pupils' commitment to the environment and increase self-esteem;
- involvement of pupils, parents and staff in the planning, and, where practical, the implementation of developments to the school environment (e.g. eco-club);
- the commitment of FOHC funds to develop the school environment;
- a variety of security measures; including lighting; coded door entry system; CCTV across the school; intruder and fire alarm connected to the relevant authorities and the work of the skilled facilities team who can respond rapidly to rectify any repairs or damage.

19. Early Years

All staff working within the Early Years department will adhere to the above effective behaviour management policy. Any situation should be resolved by talking to the pupil unless physical intervention is necessary in order to prevent personal injury to the pupil, other pupils or an adult, to prevent serious damage to property, or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a pupil's behaviour must be recorded on the Pupil Profile in the R-drive and parents should be informed about it on the same day.



BEHAVIOUR POLICY including EYFS and EXCLUSIONS

20. Transition

The school recognises that a pupil prior to transition to another school may be unsettled by the imminent change and this could affect their behaviour. Once the school is aware, staff will be informed. The pupil's behaviour can then be monitored and support provided where necessary.

21. The Holy Cross Way

To encourage pupils to take a more active role in promoting good behaviour in the school, the School Council has created a Charter of Behaviour in collaboration with all pupils in the Junior Department. This is known as 'The Holy Cross Way'. It is on display in all classrooms and reference is made to it when staff are dealing with behavioural issues.

22. Serious Pupil Misbehaviour and Bullying Register

A log of pupil serious misbehaviour resulting in significant sanctions is kept by the Senior Leadership Team (SLT). This includes exclusions, major detentions and disciplinary meetings involving parents. The register includes the pupil's name and year group, the nature of the offence and the sanction imposed. A summary is reported to the Advisory Body termly. The register is reviewed annually by a member of the Advisory Body.

23. Monitoring and Evaluation

We will regularly monitor our behaviour system for rules/rewards and sanctions. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- informal reports from staff/parents/pupils and R-Drive;
- feedback from classroom observations, team teaching with subject coordinators and monitoring by senior staff;
- number of pupils sent to the Headteacher;
- number of pupils being monitored;
- reports to the Advisory Body.

The feedback from monitoring procedures will be used to evaluate the success of our strategies to help us make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development.

This is a public policy which is published on the school website and is reviewed annually by the Advisory Body.

Last reviewed November 2019. Next review November 2020.
Internal Review July 2021

Appendix A - Serious Misbehaviour Investigation template

Date:	
Investigating member of staff:	
Pupil name:	
Class and teacher:	
Incident (initial brief summary):	
Other pupils involved:	

Investigation: Where possible, those involved to review and write their own recount of the incident and reflect how they would manage things if there was a reoccurrence before staff remediate the situation. Where possible, pupils should be encouraged to seek solutions to encourage emotional independence according to age.

Recount – pupil:
Recount – pupil:
Recount – staff:
Prior / relevant history / facts:
Conclusion by investigating member of staff:
Further actions and notes (include date and names):
Parent to be informed (Yes / No and reasons):