

# Holy Cross Catholic Primary School BEHAVIOUR POLICY



This policy has been reviewed in January 2026

Chair of Governors: Gavin Chambers

To be reviewed in January 2027

# Holy Cross Catholic Primary School

## BEHAVIOUR POLICY

### MISSION STATEMENT

In the Light of Jesus we Love, Listen and Grow

We share our love of God and our Catholic faith  
In the way we pray, work, and play each day  
Within a caring, supportive environment  
Which respects the diversity of the world around us.

We recognise the responsibilities we have  
towards each other  
within our families and global communities.

We inspire each other to do our best  
To reach our full potential,  
To become independent thinkers with enquiring minds,  
able to rise to the challenges of life.

### Rationale

*“A pupil’s experience in school remains one of the most insightful indicators of later life success in any one of a number of metrics. For many it is the best chance they will ever have to flourish. How they conduct themselves at school is crucial to that experience. Helping them to develop good behaviour is therefore one of the most important tasks a school faces.”*

Tom Bennett, “Creating a Culture”, March 2017

At Holy Cross we strive to maximise the learning time available to all pupils. In providing a culture of excellent behaviour we believe that this can be achieved and that we are equipping our pupils to be valuable members of society. We also want them to learn in safety.

To achieve this, we believe that positive behaviours must be taught and practised. Our behaviour system enables us to do this with our pupils.

*“We are what we repeatedly do. Excellence then is not an act, but a habit.”*

Aristotle

### **Legislation and statutory requirements:**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- [Use of reasonable force in schools](#)
- [Use of reasonable force and other restrictive interventions guidance](#) (From April 2026)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## AIMS:

All pupils are expected to behave towards each other in ways that reflect our Mission Statement. These include showing consideration, courtesy and respect for other people at all times. We encourage everyone to 'go the extra mile'.

We will support these aims by:

- a) Giving praise and rewards.
- b) Promoting sound relationships across the whole school community.
- c) Delivering effective teaching and learning.
- d) Using sanctions when needed.

### a) Praise & Rewards for all:

Teachers at Holy Cross always ensure that they give praise and reward. Across the whole school there is a weekly recognition of 'Amazing Achievements'. This is for both academic achievements, good behaviour, living out the school motto and showing understanding of the week's gospel message by their actions. The achievements are celebrated at assembly time each Friday.

From Nursery we operate a system of praise and reward through a merit system (Nursery have a bespoke system of their own). Again, good work and good behaviour are recognised by the award of team points and Headteacher gold coins. Each child belongs to a 'House' (St Joan of Arc, St Francis, St Christopher and St Bernadette'). Points are accumulated throughout the week and results announced by the House Captains at assembly each Friday.

Pupils' work is often displayed as recognition of success. Recognition for other successes is acknowledged at assemblies and in the daily life of the school.

In many cases, pupils' work is brought to the Senior Leadership team or Headteacher for praise and reward where they are awarded with a gold house coin (worth ten house points), as well as a gold Headteacher sticker.

### b) Sound relationships across the whole school community:

All members of staff in this Christian community acknowledge that education is about the growth and development of the whole person. We aim to integrate a pupil's intellectual, spiritual, moral, emotional, psychological and physical development thereby assisting progress towards Christian maturity and fully engaged members of society.

All teachers have had significant CPD time devoted to the development of behaviour systems in our school and it is the expectation that these systems will be followed.

All teachers verbally greet pupils throughout the day, saying "Good Morning," and "Good afternoon," smiling as they do so. It is our expectation that this greeting is reciprocated by pupils and that they are able to engage in social conversations.

c) Effective Teaching and Learning:

Good behaviour is generally well established when:

- Clear objectives and success criteria are shared with pupils.
- Materials and preparation identify differentiated pupil needs.
- There is sustained hard work on the part of pupils as well as the teacher.
- There is the encouragement of pupils to contribute ideas.
- There is careful attention to the pupils' contributions, with encouragement to refine their ideas in discussion.
- There is flexibility in adapting a lesson plan to take account of pupils' contributions.
- There is variation of pace within a lesson to keep interest and momentum.
- Pupils are involved in their own learning and take ownership of it.

We expect that each child will be ready to learn. In order to do this, we expect all staff to re-inforce the acronym **STAR** during learning sessions. It is:

**S** – Sit up straight

**T** – Track the speaker

**A** – appreciate

**R** – Re-phrase the question

d) Sanctions:

In class and around school we will operate a yellow and red card sanction system. It will be as follows:

Stage	Possible Sanctions	Comments
Stage 1	Quiet reminder	Praising good behaviour
Stage 2	Yellow Card given by any member of staff. 3 yellow cards become a red card.	Recorded on Arbor & personal organisers
Stage 3	Red card given and an appropriate sanction put in place e.g. part of playtime being missed and Parents informed	Recorded on Arbor & in personal organisers
Stage 4	3 red cards in a half term means that pupils may not be able to take part in extra-curricular clubs (after school social events, sporting events or clubs) until their behaviour has improved.	Situation to be monitored by teachers and Headteacher and possibly SENCO
Stage 5	Suspensions may be considered, including internal suspensions. These will be given as a last resort and will follow the Exclusions policy	

- A red card can be issued without previous yellow cards if the behaviour is deemed to be significant.

Examples of significant behaviour: dangerous behaviour towards themselves or others, bullying, racism, harmful sexual behaviour or homophobia.

## **Discipline**

The general discipline of the school is governed by the example set by staff and our expectations of pupils. We will ensure that lessons are prepared thoroughly, only accept work of a high standard, insist on quiet when anyone is talking to the class and apply consistent discipline at all times and in all areas of the school. This is detailed further below:

### **Morning Drop-off**

- The Jitty gate will be opened at 8.45 am
- Parents and carers should accompany their children round to the playground as they enter the from the playground entrance. Girls in KS2 can enter the school via the girls' cloakroom door.
- Teachers will be at their classroom doors to welcome their class. Pupils will have tasks to do during this time.

### **Breaktime**

- Pupils will be taken to the cloakroom by a teacher or a TA.
- Pupils are expected to go to the toilet before they go out to play.
- At the end of the session pupils will be asked to freeze where they are in the playground.
- Teachers will be in the playground for the end of the session.
- Teachers will call their class and pupils are expected to walk to join them.
- Teachers will lead the pupils into the cloakroom and will return to class to receive them.
- Adults in the cloakrooms will ensure time spent in this area is minimal and pupils are back in class ready to begin the session.

Behaviour expectation: pupils will walk to and from the cloakrooms quietly. They will not be eating or drinking until they are in the playground.

### **Lunchtime**

- Lunchtime will end a few minutes earlier to allow time for toileting and hanging up coats. Pupils will be back in class ready for their afternoon session.
- Teachers will collect their class from the playground and escort them to the cloakroom, returning to class to receive them.
- The cloakrooms will be supervised.

## **Assemblies and Acts of Collective Worship**

Behaviour expectations:

- Pupils are expected to walk into the hall in silence with their hands together
- Pupils are expected to sit with legs folded and on their bottoms.
- In church, pupils are expected to sit sensibly in the pews.
- Pupils will not be allowed to go to the toilet during this short period. Younger pupils should be encouraged to use the bathroom before assembly.
- Pupils will be expected to leave the assembly in silence, again with hands together.

## **Water Bottles**

- Water bottles are to be kept in a central place in the classroom (not on pupil desks).
- Pupils will be encouraged to have a drink at the end of sessions or during natural breaks in the lesson.
- Water bottles should only contain water and not juice.

## **Behaviour Consistency & Reinforcement**

As a school the behaviours we would like ALL staff to reinforce across all areas of the school are:

- STAR
- Walking in all areas inside
- Neat uniform with all items worn.
- Ties and shirt buttons done up
- Shirts tucked in.
- Jumpers/Cardigans are not to be tied around waists.
- Shoes are to be worn (not trainers or boots unless a note has been brought in from parents with a valid reason).
- Doors should be held for adults.
- When adults address a child, we expect them to reply appropriately using the teacher's name.

## **School Trips**

Pupils are representing the school and exemplary behaviour is therefore expected. Pupils should be reminded of behaviour expectations in advance of the trip and throughout the trip. All members of staff and any volunteers will also be aware of the expectations and strategies to support any individual pupils as needed. While the school will support all pupils, especially the most vulnerable and those with special education needs, the school can refuse to take a pupil on a trip if the risk of harm to the pupil, or to others is deemed too great. This would only be done in consultation with the SENDCo and communicated with parents and carers. Often, with parent/carer support a solution can be reached which then ensures the safety of everyone.

## **PE (changing and lessons)**

- At KS2 pupils use the cloakrooms and sometimes classrooms to get changed and are supervised by staff. Pupils will get changed quietly and quickly in order to maximise the time for their lesson.
- During lessons noise should be kept to a minimum so that everyone is able to hear instructions.

Some lessons, including those using apparatus, there should be very little talking by pupils so that all pupils can hear safety instructions.

- Pupils should wear the correct PE uniform. If this is not in school a note will go home as a reminder to bring this into school. Alternative uniform kept in school may be found for a pupil to ensure that they can take part in the lesson.

### **At the end of the school day**

Teachers will ensure that all pupils are wearing their jumper or cardigan, this is a simple check to make sure that all pupils are going home with the uniform with which they arrived.

### **Before and after school activities:**

We expect the same high standards of behaviour at our wrap around care, whether the adults are school staff or from an external company. We will let parents know if the behaviour of their child is repeatedly not meeting these standards. If there is no improvement, then the school can refuse to accept the pupil at our wrap around care.

### **Mobile phone & devices including smart watches**

Mobile phones and other devices are not to be used in school. If a pupil walks on their own to or from school, then they may bring a phone to school, but this is to be handed to a member of staff at the start of the day. It will be held safely and returned to the pupil just before the end of the school day.

Smart watches which have cameras, can send or receive messages or that can connect to the internet are not permitted.

### **Every child has the right to:**

- Feel safe.
- Be treated with dignity and respect.
- Learn in a child friendly environment, unhindered by the bad behaviour of other pupils.

### **Responsibilities:**

- To facilitate the above rights.

### **These rights are infringed if a pupil:**

- Interrupts a class lesson
- Interferes with a person or property
- Fails to remain seated when necessary
- Does not listen
- Uses a loud voice
- Swears/Verbal Abuse
- Teases others
- Fails to bring in necessary equipment
- Is absent without a reason
- Is late for lessons
- Spoils games
- Acts dangerously in games
- Carries out inappropriate physical contact

- Bullies someone
- Is rude
- Shows a lack of respect
- Disobeys adults

## **BEHAVIOUR SUPPORT STRATEGIES:**

When another child is involved in a dispute:

- Peer negotiation
- A cooling off time before discussion and negotiation.
- Pupils brought together with adult to discuss options and ensure that they take the responsibility for finding solutions once they have acknowledged inappropriate behaviour.
- Sanctions may be given as deemed appropriate

These strategies may be used as appropriate:

- TA support (at early stages)
- Daily reporting to parents
- Constant reminder of rules
- Peer support
- Agreed time-out
- Catch me being good (acknowledge good behaviour)
- Clarifying instructions
- Giving a single warning with the consequence
- Defining play areas for a particular child for a particular time
- Agreed procedures for moving about the school.
- Use of praise.
- Use of a hierarchy of consequences.
- Meetings with parents

Restrictive Interventions including the use of reasonable force

- Guidance for Schools (April 2026)
- All members of school staff have a legal power to use reasonable force in certain circumstances.  
To prevent or stop a pupil from:
  - causing injury to themselves or others
  - committing a criminal offence
  - damaging property
  - causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force and/or other restrictive interventions are trained in its safe and lawful use and in preventative strategies.

## **BULLYING:**

The aims of Holy Cross are underpinned by our mission and the mutual respect that we foster. The key aim is that EVERY child has the opportunity to grow in a safe, caring environment and the implementation of this policy strives to fulfil that.

However, bullying can occur in spite of positive support systems being in place. Unacceptable behaviour threatens the rights of others in the school community; it is the responsibility of all to ensure that all pupils are safe and that the rights and responsibilities of all are respected.

Much has been written and talked about concerning bullying. It is important to remember that bullying always includes a person or people making someone unhappy by the way they treat them. It is an unequal relationship rather than squabbling that can occur between pupils. We use the term **Several Times On Purpose**.

Please refer to the separate Anti-Bullying Policy

## **Behaviour as a Special Educational Need**

Where the behaviour of a pupil is persistent and requires support that is additional or different to that of the majority of pupils, it may be necessary to refer the pupil to the school SENCO.

The whole school approach above is the expectation for the majority of pupils, however, Holy Cross School recognises that some reasonable adjustments will be needed for pupils with SEND. Although behaviour is not identified as a Special Educational need, the school views behaviour as a form of communication and so as a result the school will monitor frequent red cards to inform whether there are SEND needs that need to be identified.

For further information please refer to the school Special Needs Policy.

## **Exclusions and Suspensions**

The headteacher has the authority to exclude a pupil from school. This includes the Executive Headteacher and the Head of School. In the rare event of both being unavailable, a senior member of staff may exclude a pupil and if at all possible, in consultation with the Executive Headteacher or Head of School. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful.

Ofsted defines off-rolling as: "...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to exclude a pupil will be taken only: In response to serious or persistent breaches of the school's behaviour policy, and If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Please refer to the full Exclusions and Suspensions Policy.

**CMAT Behaviour principles**

Each of the 23 schools within the CMAT has its own Behaviour Policy which is necessary to respond to the context of that school. That said, as a family of schools, we build our Behaviour Policies on the following 12 principles:

**Clarity and simplicity:**

1. Our policies will be clear, explicit, easy to understand and remember.
2. Our policies will have clear expectations, rewards and consequences.

**Restoration:**

3. Our policies will focus on justice and improvement, not retribution.
4. Our policies will reflect the teachings of Jesus: forgiveness, dignity, respect and loving kindness.
5. Our policies will be adaptive and acknowledge that one size does not fit all.
6. Our policies will be based on the highest expectations.

**Relationships:**

7. Our policies will be built on respectful relationships, encouraging positive mental health.
8. Our policies will show that everyone has a role to play in good behaviour: pupils, parents and staff.
9. Our policies will respect the unique dignity of all, and will celebrate success.

**Communication:**

10. Our policies will recognise that all behaviour is a form of communication.
11. Our policies will include a clear behaviour curriculum to teach our pupils how to behave well.
12. Our policies will focus on staff as positive role models, the support of parents, and the personal responsibility of our young people.