



**HOLYCROSS**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

**POLICY NAME:**                    **Behaviour Appendix**

**DATE AGREED:**                **August 2025**

**REVIEW DATE:**                **August 2028**

The environment at Holy Cross CofE Primary School is designed to develop self-discipline, tolerance, understanding and awareness of the needs of others regardless of race, ability, gender or creed, so that children may, in the long term, make a positive contribution to the life of the community in which they live.

## Learning together for Life

At the start of every new school year, the Headteacher introduces and makes clear expectations with staff, parents and the pupils. This includes the norms, routines and consequences that exist within the school. These are discussed further with staff, and strategies are taught through explicit training, and are revisited throughout the year.

The beginning of each academic year starts with a boot camp, within which the children explore the vision of the school, and are taught specific aspects of behaviour that form part of the norms and routines of the school. These are revisited and rebooted with children being taught regularly the behaviour expected across the year in response to monitoring.

Class teachers discuss the expectations, rewards and consequences with the class, and teach specific aspects of behaviour that is expected. It is essential that all rules, rewards and consequences are applied justly, fairly and consistently in DEMAT schools because children are unique individuals and are therefore responded to as such.

Our school rules are:

**\*Ready,**

**\*Respect**

**\*Safe**

**\*First time, every time**

*All are expected to follow them. 'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important'. (Paul Dix)*

School rule	What we do (norms and routines)	Why we do it
<b>Ready</b>	<ul style="list-style-type: none"> <li>● We greet the adults and peers within the school as we enter</li> <li>● We follow the instructions that are given</li> <li>● We have the right equipment ready</li> <li>● We are sat quietly at our tables, or on the carpet</li> <li>● We listen and engage with the learning</li> <li>● We are actively ready to take part in lessons; ask and answer questions</li> <li>● We take responsibility for our own learning, our actions and our mistakes</li> </ul>	<ul style="list-style-type: none"> <li>● To say hello and reduce distractions during lessons</li> <li>● So everyone is safe and focussed on the day's learning</li> <li>● To help us feel organised</li> <li>● To show the adults in the classroom that we are ready to learn</li> <li>● We take an active part in our learning because this is how we learn best</li> <li>● To be the very best versions of ourselves when learning and in our behaviour</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>● We compliment each other</li> <li>● We share</li> <li>● We listen to one another, including others' opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● To remind us we are valued</li> <li>● To show kindness towards others</li> <li>● To show respect and consideration for others</li> </ul>

	<ul style="list-style-type: none"> <li>• We say good morning/afternoon, thank you, excuse me</li> <li>• We hold open doors for people</li> <li>• We give people personal space</li> <li>• We look after our school and property</li> <li>• We learn to trust one another</li> <li>• We include others in our games</li> <li>• We do not kick, push, or grab other people</li> <li>• We take pride in the work we produce</li> <li>• We respect our environment and keep it tidy</li> </ul>	<ul style="list-style-type: none"> <li>• To be courteous and respectful to everyone in school and to show others that we value them</li> <li>• To show respect</li> <li>• Because it supports our learning and that is why we are here</li> <li>• So we form positive relationships</li> <li>• To show care and friendship</li> <li>• We treat others the way we would like to be treated</li> <li>• We work hard and celebrate the progress we make</li> <li>• Our learning environment should be respected and cared for</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• We <b>walk</b> around the school in a safe manner</li> <li>• We tidy up after ourselves</li> <li>• We know the school grounds and buildings are safe</li> <li>• We listen carefully to the instructions that we are given</li> <li>• We use equipment safely</li> <li>• We can be ourselves, celebrate ourselves and one another</li> <li>• We help others if they have hurt themselves</li> <li>• We learn to recognise dangers</li> <li>• We let an adult know if there is a problem</li> <li>• We wear appropriate clothing and footwear in school.</li> </ul>	<ul style="list-style-type: none"> <li>• To keep our resources tidy</li> <li>• We want everyone to have a safe and enjoyable experience at school</li> <li>• To keep ourselves and others safe</li> <li>• To reduce the risk of injury</li> <li>• We trust that others will respect and celebrate our individuality and uniqueness</li> <li>• We help each other to keep safe</li> <li>• We want to stay safe</li> <li>• It can be dealt with and reduce risk of harm to myself and others</li> <li>• To show pride in our school and feel good about ourselves</li> </ul>

<p><b>Strategies used by staff</b></p> <ul style="list-style-type: none"> <li>*Define what you mean by good behaviour</li> <li>*Good behaviour must be taught not told</li> <li>*Build routines, habits and norms</li> <li>*Don't wait for pupils to misbehave – be proactive</li> <li>*Reboot expectations constantly</li> <li>*Be consistent</li> <li>*Rules are constantly referred to</li> </ul>
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Response to appropriate behaviour (Rewards)	Response to inappropriate behaviour (Consequences)
<ul style="list-style-type: none"> <li>*Positive Praise</li> <li>*Children receive a behaviour star at the end of the for the class on the hall board</li> <li>*In class reward systems</li> <li>*Head teacher’s Awards, for learning or behaviour reward.</li> <li>*Star Learner Awards</li> </ul>	<p>Quiet reminder (individual basis) about non-compliance with the school rules.</p> <p>Warning given – reminder about inappropriate behaviour – green cube</p> <p>If the behaviour stops, return to step one for any further incidents, however, then next cube given is yellow, and then red.</p> <p>If the behaviour continues, escalate through the cubes – if the child reaches a red cube, behaviour star is lost – needs to be recorded on CPOMS. If a child loses their behaviour star, Golden time will be lost and the child will spend the time with the Headteacher.</p> <p>Any incident after the loss of the behaviour star means a loss of time at a playtime or lunchtime.</p> <p>If behaviour is significant and requires the removal of child from the classroom then child is sent to the Headteacher. (Behaviour recorded on CPOMS). Child to work out of the classroom for a period of time.</p> <p>Discussion with parents – telephone/ end of day. Pastoral conversation to take place</p> <p>Internal exclusions – if working outside of the classroom for a period of half day or more</p> <p>External exclusion</p>

Pastoral Conversation to include:

Apology for the behaviour

Explanation of the behaviour

Discussion about what is to happen next/ what behaviour would be better

Clear indication of what will happen if the behaviour is repeated

Clear communication of what the pupil needs to do better, and expectation that behaviour is to improve

**MONITORING AND EVALUATION OF THIS APPENDIX**

The behaviour procedures will be monitored and evaluated regularly throughout the school year to ensure that they are being implemented consistently throughout the school. Behaviour is monitored through Learning Walks by SENCO and SLT. Behaviour recorded on CPOMS is also reviewed half termly by the Headteacher.

