Behaviour Policy
(including anti-bullying policy statement)

Version 2
September 2025

St Ralph Sherwin
Catholic Multi Academy Trust

One of three Catholic
Multi Academy Trusts in
the Diocese of Nottingham

Document Provenance

Title of policy:	Behaviour Policy (including anti-bullying policy statement)
Author and policy owner in the Executive Team:	School Improvement Team
Version number:	2
Date approved:	11th July 2025
Approved by:	Trust Board
Date of next review:	July 2026
Document review and editorial updates:		

Version control	Date	Key revisions included
1	March 2024	This is a new Trust-wide policy for all CMAT schools aligning with national guidance and best practice in regard to embedding a consistent and positive behaviour culture across the CMAT.
2	July 2025	Assault on staff members and pupils added to Section 6.3

'So always treat others as you would like them to treat you; that is the meaning of the Law of the Prophets.' Matthew 7:12

St Ralph Sherwin Catholic Multi Academy Trust Vision

Schools within the St Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow". All schools within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

Vision

We are a Catholic family of schools, working as one. We aim to ensure:

- The best possible education for every child.
- To provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
- To continue to build sustainable and caring communities in which the most vulnerable can flourish.
- To recognise that every member of our community has a vital role to play.

Our Mission

'Growing in faith, serving with love, transforming our world; together in Christ'.

Our Core Virtues

All schools within the St Ralph Sherwin Catholic Multi Academy Trust, and members of our Central Team are guided by three core virtues which underpin everything that we do:

- Trust
- Togetherness
- Kindness

The Trust's Behaviour Policy has its foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

1.   Introduction and Purpose

1.1.   This policy sets out our Trust-wide approach to building and maintaining a culture which celebrates behaviours that reflect our Catholic values whilst addressing, in a consistent and empathetic way, behaviours that have negative consequences or risk harm to others or, an individual, themselves.

1.2.   Every school community is unique and as such parts of this policy have been tailored to meet the individual needs of each school community.

2.   Scope

2.1.   This policy applies to all pupils and students. All staff and visitors are also expected to model behaviour that aligns with this policy. This policy should be read in conjunction with the Trust's Suspension and Exclusion Policy which sets out the consistent sanctions that will be applied should a pupil's conduct fall below expected standards.

2.2.   Specifically, this policy is intended to:
- Support the creation of a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole school approach that maintains high standards that reflects the Catholic values at the heart of our schools.
- Supports consistent application of behaviour principles that means pupils are treated fairly, regardless of the school they attend within the CMAT.
- Make explicit what is deemed unacceptable behaviour and the fostering of a culture where this is communicated regularly so that pupils understand the expectations upon them.
- Ensure that bullying and discrimination in all its forms is not tolerated.

3.   Legislation and Regulation

3.1.   This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools

- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability (SEND) Code of Practice](#)

3.2.   This policy is compliant with the CMATs funding agreement and articles of association.

4.   Positive Behaviour

4.1.   As a Catholic Multi Academy Trust, the foundations of our school culture and curriculum ensures positive behaviours are encouraged and celebrated. Pupils, staff, parents and carers and visitors are expected to model positive behaviours in all their interactions, including outside of school.

4.2.   The curriculum and school day reinforces these behaviours and teaches pupils the damaging impacts of poor behavior and bullying.

4.3.   The CMAT believes that rewards are more effective than punishment in motivating pupils. Schools are committed to promoting and rewarding good behaviour and may do so in a range of ways including:
- Immediate verbal recognition and praise.
- Positive postcards/letters home.
- Class and personal dojo points.
- Contact home by staff text, phone, e-mail and/or letter.
- Internal reward points, house points, form points.
- Stickers.
- Certificates.
- Recognition & celebration events.
- Certificates and nominations for the Headteacher's Award given in public during the weekly Achievement Assembly
- Each week, a child from FS2 to Year 6 is elected by their peers for having shown that they have gone "over and above" in the Holy Rosary Community. They are told why have been chosen and receive a "Heart that Sees" certificate.

4.4.   Recognising positive behaviours is key to fostering a culture that supports everybody. It is a powerful means of reinforcing the behaviours expected of all pupils in school. Building and maintaining positive behaviours will include:
- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in various ways including through notice boards, via the website, communication with parents/ carers.
- Highlighting and promoting good behaviour.

- Concluding the day positively and starting the next day afresh.
- Using positive reinforcement.

5.   Classroom Management

5.1.   Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. This starts with quality first teaching that inspires and maintains the attention of pupils.

5.2.   Staff will in our school have high expectations of the children in terms of their relationships, character and behaviours (including following school rules) and positive relationships – "catching" pupils behaving well and celebrating their good behaviour is vital. The class teacher works closely with support staff so that together, they take responsibility for the behaviour of individuals and groups within the class and are acutely aware of any positive and negative behaviours, seeking to understand why the behaviour is happening.

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own classroom rules in prominent places within the classroom and school.
- Praise children on an individual/group basis, making explicit why, what behaviour they have followed, or what choice they have made referencing the school's Character Behaviours wherever possible
- Use the "3 (stop what you are doing) 2 (put everything down) 1 (look and listen)" technique to get the attention of pupils.
- Getting the attention of large groups by putting two hands in the air and waiting for pupils to copy.
- Follow our system of reminders to address any behaviour that does not support learning both in class and outside of the classroom
- Report sexist comments and incidents of sexism, which includes behaviour or attitudes that create stereotypes of social roles based on sex.
- Be consistent with all consequences (being open to use examples of inconsistency as case studies)
- Treat each child fairly with respect, dignity and understanding
- Be a positive role model by demonstrating positive relationships with everyone in the school.

- Keep a record and any relevant notes if a child misbehaves and/or receives a warning.
- Having followed regular procedures and consequences, seek help and advice from a member of the inclusion team and/or SLT if there are continued instances of low level disruption in the classroom that need to be addressed in priority pupil meetings
- Understand a pupil's context to inform an effective response.
- Liaise with external agencies, as necessary, to support and guide the progress of each child, eg. discuss the needs of a child with the SENCO and Behaviour Support or Educational Psychologist

6.   Poor and unacceptable behaviour

6.1.   Whilst the Trust will focus primarily on maintaining a culture and ethos that promotes positive behaviours it is essential that there are systems in place to tackle, on a consistent basis, poor behaviour that detracts from learning, may be harmful to an individual or others or be illegal.

6.2.   **Poor or unacceptable behaviour** is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Deliberate non-completion of classwork or homework.
- Poor attitude to learning or interactions with others.
- Incorrect uniform.

6.3.   **Serious misbehaviour** is defined as:
- Repeated breaches of the school rules despite these having been brought to the pupil's attention.
- Any form of bullying.
- Sexual violence, such as rape or sexual assault (including intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  a) Sexual comments.
  b) Sexual jokes or taunting.
  c) Physical behaviour such as interfering with clothes
  d) Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Assault on pupils or staff
- Smoking.

- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items including:
  a) Knives or weapons.
  b) Alcohol.
  c) Illegal drugs.
  d) Stolen items.
  e) Tobacco and cigarette papers.
  f) E-cigarettes or vapes.
  g) Fireworks.
  h) Pornographic images
  i) Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil themselves).

7.   Bullying

7.1.   Bullying behaviour is contrary to the Catholic values which form the foundation of the culture of all our schools and will not be tolerated in any form. Bullying can have a long-term impact on an individual and is:

- harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation;
- is contrary to everything we stand for as a Catholic, values driven Trust.

7.2.   Bullying is defined as **actions which are intentionally hurtful, repeated, often over a period of time.**

7.3.   Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written or visual content generated by artificial intelligence (AI).

Signs and Symptoms

7.4.   Staff have been trained to identify behaviours that may indicate a pupil being bullied. Potential signs of a pupil being bullied could include:
- Being frightened of walking to or from school or between classes.
- Not wanting to go into vulnerable areas of the school i.e. toilets, library, dining hall.
- Being unwilling to go to school.
- Becoming withdrawn, anxious, or lacking confidence.
- Sudden changes in behaviour or engagement with others.

Tackling bullying

7.5.   Staff will be vigilant of the above signs and seek to speak to and support any pupil exhibiting these behaviours including encouraging them to report instances of bullying.

7.6.   Curriculum and non-curriculum time will be used to raise the risks and damaging impacts of bullying and to reiterate the actions pupils can take if they are the victim of bullying or see bullying carried out by others.

7.7.   All incidents of bullying will be recorded by staff and addressed promptly. Where a perpetrator of bullying has been identified, their parents/ carers will be contacted and asked to support the school in addressing such behaviour. Where appropriate, the police may be notified.

7.8.   A firm restorative approach will be taken with anybody found to be bullying other pupils or adults including:

- The bully (bullies) will be asked to genuinely apologise, if the victim(s) consents.
- The pupil will be placed on a behaviour plan.
- Coaching or mentoring.
- During the discussion, the school leader will discuss "natural consequences" in order to explain to the young person that their actions and behaviours, whether positive or negative, will always have consequences
- Where possible, every effort will be made to rebuild positive relationships between perpetrator and victim

7.9. Sanctions including suspension and permanent exclusion will also be considered in line with the Trust's Suspension and Permanent Exclusion Policy.

7.10. After an incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

7.11. Those subject to bullying will be offered targeted support which may include counselling or additional pastoral support.

8. Graduated Response

8.1 All incidents of misbehaviour will be dealt with promptly in line with this policy. Headteachers and staff will take a graduated response to managing misbehaviour, which will include:
- Constructive reinforcement of the school's values and expectations through assemblies, school masses and through the curriculum.
- Responding to misbehaviour as it occurs so that pupils understand when they have misbehaved and how to resolve the matter.
- Speaking to a pupil on a one-one basis to enable them to understand their actions and the impact it has had.
- Undertaking restorative conversations with the pupil so that they understand the impact of their actions and apologise where necessary.
- Accessing pastoral support and other interventions to support resolution and a return to expected standards of behaviour.
- The issuing of sanctions including removal from the classroom or detention.
- The engagement of parents and carers to establish a united position in addressing misbehaviour.
- The implementation of stronger sanctions as set out on the Trust's Suspension and Permanent Exclusion Policy.

In issuing sanctions these will be proportionate to the incident and consistent with how interventions or sanctions are applied to other pupils.

9.   Pupils with additional needs

9.1.   The Headteacher and staff have the absolute right to sanction any pupil whose behaviour falls below expectations. Each incident will be considered on its merits, but staff will consider the wider background of the pupil when determining the graduated response to the incident to ensure sanctions are applied consistently and proportionately.

9.2.   The Headteacher or staff member will assess the appropriateness of the sanction in the context of the pupil's additional needs and make reasonable adjustments if required. The Headteacher will be the final arbiter of any sanction issued.

9.3.   The school's special educational needs co-ordinator (SENCO) may be asked to offer support or advice in regard to a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

9.4.   When acute needs are identified in a pupil, the school may liaise with external agencies and plan support programmes for that child. Parents/ carers will be engaged in any such discussions.

9.5.   For pupils on a Education, Health Care Plan (EHCP) the school will liaise with the local authority before issuing a sanction that will result in the pupil being off site (e.g. suspension or permanent exclusion). The school should call for an emergency review of the EHC plan.

9.6.   Where a pupil is looked after or previously looked after, the school will liaise with the Virtual Head prior to issuing a sanction that results in the pupil being off site (e.g. suspension or permanent exclusion). Whilst the Trust encourages dialogue with external agencies, the Headteacher remains legally empowered to suspend or exclude any pupil should the misbehaviour be serious enough.

10.   Roles and Responsibilities

The Trust Board and Local Governing Body

10.1.   The Trust Board is responsible for reviewing the Trust's Behaviour Policy and approving any amendments following changes to legislation, best practice, or feedback from Headteachers.

10.2.   The LGB is responsible, alongside the Headteacher, for reviewing the policy in line with the school's ethos and practice. The LGB will review trends in suspensions and permanent exclusions as part of their annual work programme.

10.3.   Ensuring effective training is in place to support staff in managing behaviour within school.

The Headteacher

10.4.   The headteacher is responsible for:
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively and consistently with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

10.5.   Staff are responsible for:
- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Adapting the curriculum and interventions to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.

10.6.   The senior leadership team (SLT) will support staff in responding to behaviour incidents. It is for teachers and support staff to address behaviour incidents as the occur in the classroom through quality first teaching and targeted interventions.

Parents and carers

10.7.   Parents and carers, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy, and explaining the consequences of poor behaviour.
- Support the school's ethos and work with the school to uphold those expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions or reintegration meetings).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

10.8.   The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to constructively address behavioural issues.

Pupils

10.9.   Pupils will be made aware when they start school and on an ongoing basis:
- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.

- The pastoral support that is available to them, to help them meet the behaviour standards.

10.10.   Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be expected to model high standards to other pupils including pupils younger than themselves, or new to the school. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

11.   Safeguarding

11.1.   The school recognises that changes in behaviour may be an indicator that a pupil is in need of help, or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

11.2.   Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.3.   Interventions will be in accordance with the Trust's Child Protection and Safeguarding Policy.

12.   Reasonable force, searches and confiscation

Reasonable Force

12.1.   Reasonable force is a rare, but on occasions necessary step to prevent a pupil harming others or themselves. Staff have a duty to use reasonable force to prevent a pupil from:
- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

12.2.   Any interventions requiring reasonable force will be carried out by trained staff unless child/other children are in imminent danger.

12.3.   Incidents of reasonable force must:
- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

- Be recorded and reported to parents/carers.

12.4. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searches and Confiscation

12.5. Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation

12.6. Any prohibited items found in a pupil's possession as a result of a search, will be confiscated. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Illegal items will be retained and stored in a locked cabinet/safe. The police will be informed.

12.7. Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves and has received the appropriate training.

12.8. Staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. In exceptional circumstances the staff member carrying out the search may be of the opposite sex. This may occur when:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

12.9. In the exceptional circumstance when an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

12.10. If the member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

12.11. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Appropriate consideration will be given to the age and needs of pupils (e.g, SEND) being searched and the factors that may influence the pupil's ability to understand what is happening to them and their ability to give informed consent.

12.12. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

12.13. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your coat".
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

12.14. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead, to try to determine why the pupil is refusing to comply.

12.15. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

12.16. The authorised member of staff can use reasonable force to search for any prohibited items identified in paragraph 6.3 of this policy, but not to search for items that are only identified in the school rules.

12.17. An authorised member of staff may search a pupil's outer clothing, pockets, possessions (outer clothing refers to clothes that don't wholly touch the skin such as a coat, jumper, shoes). A metal detector could be used for this purpose.

12.18. A search can also be carried out on a pupil's bag, locker or desk.

12.19. Except in exceptional circumstances searches should not be carried out on whole classes or year groups. Searches should be targeted on specific individuals based

on clear evidence or reasonable suspicion. The indiscriminate use of searches risks undermining the wider positive culture fostered by the school between adults and pupils.

12.20. It will likely be impractical to search a large group of pupils' bags at the same time whilst maintaining privacy of the individual. Searches should be carried out discreetly away from other pupils. Bag searches for example should not be undertaken routinely for example in class, as any personal possessions then become visible causing potential distress or embarrassment.

12.21. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

12.22. Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable. This should include what happened, what was found, if anything, what was confiscated, if anything, and what action the school has taken, including any sanctions issued.

12.23. Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be affected emotionally or potentially suffer harm as a consequence of a search and hence whether pastoral support is needed to be put in place.

Strip searches

12.24 Staff in SRSCMAT schools are not authorised to carry out strip searches. Strip searches on school premises can only be carried out by the police in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. A decision to call the police to undertake a strip search should only be undertaken by the Headteacher following consultation with the Chief Executive or Director of Performance and Standards. Any decision must be on the basis that all other avenues of resolution have been exhausted and that such a search is necessary as the item in question may cause harm to others or the pupil themselves. Any such search must be undertaken on accordance with the Department for Education advice: Searching, Screening and Confiscation (publishing.service.gov.uk)

13. Off-site misbehaviour

13.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school or where it is clearly visible that the child attends the school (e.g. when wearing their school uniform). This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing their school uniform.
- In any other way identifiable as a pupil of the school.

13.2   Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Amounts to bullying of a pupil outside of school (e.g. via social media).
- Has a reputational impact on the school or Trust.

13.3   Sanctions for misbehaviour outside the school premises will only be issued when the pupil returns to the school site, unless the pupil is in the lawful control of a member of staff, such as on a school trip (so long as it doesn't generate additional safeguarding risks or escalation in misbehaviour, in which case the sanction should be issued on the return to the school premises).

14.   Suspected criminal behaviour

14.1.   If a pupil is suspected of criminal behaviour, then the matter will be reported to a member of the Senior Leadership Team on the basis that the matter be referred to the police. Any internal investigation will be undertaken in such a way as to preserve evidence to hand over to the police.

14.2.   It will be for the police to take the action it deems necessary. The school can carry on with its own investigations and issue an appropriate sanction, as long as such an investigation doesn't interfere with the police investigation.

14.3.   The Designated Safeguarding Lead should be notified and a risk assessment undertaken in regard to referring the matter to social care, as appropriate.

14.4.   If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

15.   Malicious allegations

15.1.   Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Given the seriousness of the allegation, the presumption will be that a sanction **will** be issued in all but the most exceptional cases.

15.2.   Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil or member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Given the seriousness of the allegation, the presumption will be that a sanction will be issued in all but the most exceptional cases.

15.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant, will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

15.4. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

15.5. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

16. Malicious allegations

16.1 As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- The proper use of restraint.
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour.

17. Monitoring

17.1. At a school level, behaviour incidents will be recorded on the school's Management Information and safeguarding systems. This will include data in regard to:
- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture including whether pupils and staff feel safe (drawn from anonymous surveys undertaken periodically).

17.2. The data should be reviewed routinely by the schools SLT and reported as part of the Headteacher's Report to the LGB.

17.3. At a Trust level, trends in data will be reported to the Curriculum and Standards Committee to ensure behaviour in schools is being managed effectively, promoting the Trust's Catholic values and ensuring an environment where pupils are able to learn and grow.

17.4. Analysis of trends will focus on whether any particular cohort of pupils, is disproportionately affected by this policy and what mitigations may be required to

ensure the Trust's compliance with its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school and Trust will review its policies to tackle them.

Appendix 1: Holy Rosary CVA School Inclusion and Relationship Principles

The school and Trust's behaviour principles have their foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential.

At Holy Rosary we encourage all our pupils to strive to achieve their full potential; recognising the principles of equity and equality that sit within this we seek to provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets.

RESTORATIVE PRACTICE

We work restoratively to secure positive relationships with our pupils so that they able to enjoy the positive learning environment that we provide.

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.

Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils: • Understand how their actions can affect others. • Develop positive characteristics they can use in and out of school. • Understand themselves and each other better. • Learn why it's important to see another person's point of view. • See that we all learn through making mistakes as well as through being successful. • Learn how to move through conflict creatively. • Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown. • Restore working practices after resolving relationships.

Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

At Holy Rosary, our strong Catholic ethos based on the Gospel values and teaching of the Catholic Church is central to our work.

To this end, we have the highest expectations of our pupils and aim to maintain a high standard of behaviour at all times. An important part of this is the support we receive from the families who share our values and ethos.

Our Academy Vison

This policy reflects and supports the aims of our vision, to:

'Build loving hearts and strong minds with God and each other.'

A loving heart will:

- **value everyone with dignity and respect;**

- **seek the happiness of others as well as their own**

- **recognise and challenge inequalities and unfairness.**

A strong mind will:

- **do what is right;**

- **never give up;**

- **always aim high.**

And our school mission, to:

'Grow Ambitious and Empowered individuals through an Exceptional Curriculum, Compassionate Support and Catholic Community.'

The Holy Rosary Character Behaviours are:

Resilience – Integrity

• **Determined, self-control, persistent, courageous, diligent, perseverance, independence, conscientious**

Empathy – Forgiveness // Justice // Compassion

• **Just/fair, compassionate, forgiving, kind, courteous, selfless, caring**

Self-awareness – Humility

• **Self-confident, self-disciplined, humorous, humble, adaptable**

Positivity – Hope

• **Gratitude, motivated, positive attitude, inspires, willpower, passionate about learning, optimism**

Excellence – Simplicity

• **Creative, curious, inquires, pride, critical thinking**

Communication – Non-Violence // Truth // Patience

• **Listens, influences, feedback, reflective, evaluative, presence, confidence**

Teamwork – Love // Support

• **Cooperates, responsible, cares, decision maker, helpful, unity, patient**

These Character Behaviours link directly to the school's vision, to 'Build loving hearts and strong minds with God and each other' and through the Gospel Values.

Our Academy Rules:-

1. **Treat others the way you would want them to treat you.**

2. **Use positive words to build people up.**

3.   **Use hands, feet and objects in love not anger.**

4.   **Be brave standing up for yourself and others.**

5.   **Try new things again and again and again.**

6.   **Be the best version of yourself – be like Jesus!**

As a Trust the principles upon which this policy has been developed are that:

o   Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

o   All pupils, staff and visitors are free from any form of discrimination.

o   Staff and volunteers set an excellent example to pupils at all times, modelling the behaviours we all want to see in others.

o   Rewards, sanctions. and reasonable force are used consistently by staff, in line with the behaviour policy.

o   The behaviour policy is understood by pupils and staff.

o   The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

o   Pupils are helped to take responsibility for their actions in a restorative way.

o   Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

o   The Trust Board and LGB affirm that violence or threatening behaviour will not be tolerated in any circumstances.

Our Behaviour Curriculum

To support the Character Behaviours, our Behaviour Curriculum 'The Holy Rosary Way' defines the routines, procedures and related knowledge that pupils are taught how to behave in our school. Pupils are then expected and reminded to choose to behave appropriately in line with our taught curriculum both in school and in society as a whole.

Our Character Behaviours are displayed in every classroom and around the school. Staff refer to character behaviour on a daily basis to embed them into daily routines. The Character Behaviours act as a whole school behaviour target to be focussed on each week, and pupils are rewarded during Achievement Act of Worship in order to raise awareness of how behaviour affects themselves and others.

In order to ensure that the Behaviour Curriculum is embedded and that pupils have every possible chance of successfully meeting the expectations of the academy, we review and retrieve knowledge each half term

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Some of the proactive strategies that school staff will use to enable a positive and safe environment are (but are not limited to):

• Create and maintain a stimulating environment that encourages pupils to be engaged

• Review and rehearse the Behaviour Curriculum

SELF-Awareness

• Manage low level disruption immediately using SELF-awareness and the STOP sign

• Develop a positive relationship with pupils, which may include:

o Greeting pupils in the morning/at the start of lessons

o Establishing clear routines

o Communicating expectations of behaviour in ways other than verbally

o Provide feedback immediately to adhere to the Behaviour Curriculum

o Highlighting and promoting good behaviour, praising positive behaviour with specific examples, linking the action to the Character Behaviours

o Concluding the day positively and starting the next day afresh

o Having a plan for dealing with low-level disruption

o Using positive reinforcement and be positive with pupils.

To ensure pupils are focused on who is speaking and on their learning, and to eliminate low-level disruption, we use SELF-Awareness. Each letter of SELF stands for a different action we expect from pupils. The actions are:

• Sit up

• Engage with questions and discussions

• Look and listen

• Focus on who is talking

When many pupils are not showing SELF-Awareness, staff will say, 'Show me your SELF-Awareness' and pupils will be expected to sit up, engage, look and listen and **focus on who is talking.** Sometimes, staff may need to spend some time checking that pupils know what each letter of SELF means, how to show it and discuss why it is important.

Clarify expectations

'Good looking, good listening and good sitting' at the beginning of each lesson. Clarify what this looks like in practice.

If children are focussed and on-task, lesson proceeds as usual.

Stop sign

Stop sign used to gain attention of all children. Lesson/instruction does not continue until all children are focussed, quiet and with a hand in the air.

Pathway 1

For instances of low-level disruption (shouting out instead of hands-up, chatting, getting out of their seats, not focussed/on-task, bickering etc.), a targeted reminder of the Holy Rosary Way:

'xxx, you are [chatting about X/making silly noises/distracting others/not focussed on your learning]. This is not the Holy Rosary way. If you choose to continue this behaviour, you are choosing to receive a neutral dojo.'

• Leave the child and continue with the lesson.

• If behaviour stops, no further action.

• If disruption continues, proceed to pathway 2.

Pathway 2

Give another reminder of expectations.

'xxx, this behaviour is disruptive. If you choose to continue this behaviour, you are choosing for me to send a message home to your grown-ups.'

- If behaviour ceases, no further action.
- If behaviour persists the child and teacher have a restorative conversation at break and a message on Dojo is sent to adults at home detailing the behaviour exhibited in class

Seating Plans

Seating plans are devised by teachers and reviewed frequently, in order to foster a conducive learning environment for all. Teachers ensure that there is a clear plan for classes for lining up and in assembly, with children requiring more support sitting close to a member of staff. A calm area within the class is designated for pupils with the most complex needs.

The Learning Environment

The learning environment has been designed to support positive behaviour choices. Pupils are enthused and motivated by the vibrant and relevant curriculum, teachers pedagogy and practice, and work which is pitched at an appropriate level and challenge. Classroom environments are positive and promote pupil and staff conversations and engagement, which minimises the fear of failure and actively encourages the development pupils' characters. Classrooms have been designed to create a calm and minimal learning space that does not lead to cognitive overload.

· Teachers will greet their classes at their classroom doors and teaching assistants will wait in the corridors to greet the children and monitor behaviour.

· At assembly times, children are to proceed from their classroom to the hall silently, in single file, with the teacher leading the line and the Teaching Assistant monitoring the back of the line.

· Children should come into the hall in boy/girl lines, with the more challenging children positioned so that they will be sitting close to the teacher or teaching assistant.

· Children should be led into the hall and positioned in lines before being told to sit. The children must sit silently with legs crossed and arms folded. There should be an aisle down the middle of the hall and each class should be sat together on one side of the aisle. · The

Class Teacher and Teaching Assistant is responsible for the behaviour of the children in their class during assembly and must intervene should there be any disruptions e.g. talking, whispering, shouting out, fidgeting, inappropriate sitting, kneeling up etc. · Children are encouraged to applaud each others' efforts in assembly, but excessive cheering or shouting must be actively stopped.

A the end of the day Key Stage 1 children must wait in their designated class areas with their class teacher until an adult arrives to collect them from the teacher.

In Key Stage 2, the children are to be led out to the Infant playground by their class teacher. They must indicate to the class teacher when they can see the person who is collecting them. Any children who have not been collected by 3.30pm must be taken to wait in the reception area.

In addition to the principles within the Holy Rosary way all staff aim to adopt the following techniques when creating the climate for learning whilst teaching and as means to model expectations for behaviour throughout the school.

Modelling the Positive

Frame requests with a focus on the behaviour desired. 'Stop Running' becomes 'Walk quietly (using the HR way) on the left – thank you'

Use Praise

In the moment capturing and focussing attention on the observed positive behaviour

Thank you for holding that door open or thankyou for offering to share that pencil' Advertising to all the positive action and encourage pro-social skill development.

Praise effort (use character behaviours) over outcome and maintain an authentic commentary that pupils will value

Focus on the Positive (deny the negative)

Give a clear direction to all and immediately praise and recognise those who follow the expectation. Maintain constant narrative focussed on what is expected through acknowledging it in action. This does not mean ignoring negative – keep a watch of this to manage at the right moment.

Expect Compliance (create and set the climate for learning)

Room layout allows staff to helicopter easily and 'be with all pupils in the learning. Frame requests with thank you at the end implying a confidence that the request will be followed

Managing the Negative

Non confrontational behaviour management is not about allowing negative choices to persist. It is a behaviour strategy focused on using positive and empowering approaches to model the expected behaviours. The aim is to build character, confidence and support pupils to develop an intrinsic motivation built on consistency and respect.

Switch of the Spotlight

Take a breath, give the appearance of moving on, allow yourself time to consider the individual and the response needed… suggestions might include:

-        Allow take up time

-        Turn away , break eye contact, maintain focus on the collective

-        Use a Pause

Gain attention by using a pupils name, then pause then re-frame the instruction; 'Turn to the front – thank you' / 're-read the sentence thank you' or 'complete the last question thank you' Tone, and approach are important here to directly engage with the pupil positively.

Repeat Instructions privately

Approach while circulating others and repeat the expectation briefly and quietly with a focus on minimising the audience. As soon as the pupil gets back on task be clear to reward the positive choices

Use positive Cueing

Target the child close to the pupil who is off task and clearly acknowledge their positive choices. It is important to know the pupils well when using this approach so that the relationship between the child being praised and the child 'off task' is positive.

Slowly getting closer

Similar to positive cueing but used when there is not one clear pupil whose behaviour needs to be addressed. Move around the room acknowledging all the pupils engaging with and responding to the expectation. Continue whilst directing this more closely to the target group who are not fully on task and where there some low- level disruption is emerging as soon as the positive cueing starts to modify the behaviours direct positive comments to pupils in recognition of positive choices

Re-focus with questions

When cueing has not worked – direct a question to the group to re-focus. Continue to deny the negative in response and move on to ask if anyone needs any further help with the task.. If the answer is yes then offer the support needed the distraction may have been linked to pupils not understanding. If it is no then make clear that you'll return in a minute or two to see how all are doing. It is important to do this and return as stated, Consequential choices will follow if the behaviours persist.

Acknowledge and re-direct

'I know that homework I've set is now on your mind and it is important. Of course you can ask about it as we pack away but right now, I need you to be on task – thanks'. Acknowledging what is on a pupils mind shows you care, want to give a solution but the re-direction reminds them of what you expect now.

When the above has not resolved the behaviours…

Rule Reminders

Using the expectations that frame the HR Way remind the pupil of the collective responsibility of all to follow the school's rules. 'At holy Rosary we follow the 3,2 1 rule so that we can all have the chance to learn – thankyou' A rule reminder delivered clearly brings the collective voice of the school to the room and the teacher. This is not personal, this is the way we do things here and that is the expectation. It provides the teacher with the shared support from the school and all in it.

Choice scripts

The things that happen next will depend on the choices you make, I can help you make positive choices but you are the one who is in charge of your decision making. At the first stage of highlighting positive choice action the adult might say: 'I can see you have stopped swinging on the chair, that tells me you want to make this better – well done. At this level the 'choice script; will be unique to the pupil and developed in response to knowing this child and their response to threat.

Consequential Choice

Again, responsibility given to the pupil: 'I'd like you to stay in your seat if you choose to move around the room without permission then you're choosing to see me at break' Should the behaviour persist then keep the narrative brief 'ok so you're choosing to see me/Mrs/Mr … at break.

Location change (change of space but still within the room)

Offer the option to re-set in another part of the classroom or adjoining bay area. Structure this, by timing it and ensuring that the expectations for the room remain the same. If positive in supporting the child to return to positive choices acknowledge this and encourage return to their original place within the room. Again, this route should only be taken with a planned approach that is centred on knowing what will be supportive to regulation and returned inclusion for the child.

Asking the child to exit the classroom

When all else has not achieved a positive result and the effect on learning is significant then exiting the room becomes the next necessary option. Remain calm, be aware of your own emotion. In this instance reinforce that it is the behaviours being shown that is leading to this choice having to be made and not the child themselves. They are part of this class and will be welcomed back when these behaviours can be left outside the room

Lunchtime exclusion

Rarely, there may occasion to exclude a child for a fixed period of lunchtimes as necessary because their behaviour consistently puts other children or adults at risk. On these occasions, the child's parents/carers will be informed with 48 hours notice. They would then be required to collect the child and make alternate lunchtime arrangements at lunchtimes for the term of the exclusion. The child should then be returned to school in time to begin the afternoon sessions.

Valuing ourselves and each other

In all of this the most important person is the adult in the moment. Managing an individual who is dysregulated at any time but in addition; deploying all of the above whilst teaching a whole class can have obvious and very real stressors.

Protecting your own response is key. Distancing yourself when needed and taking the option to ask a colleague to step in is hugely important and a necessary part of the network approach to managing behaviour in ALL daily school life circumstances.

Positive relationships between staff and pupils rely on positive and trusted relationships between all adults too. The well being of each member of the team is critical to the success of each day and for each pupil.

Recognise the emotions

Understand the cause and consequence

Label with meaningful vocabulary – give words to the feeling

Express the emotion in line with cultural norms and social context – how we do things here

Regulate with helpful strategies – seek the help of others

Online Behaviour Tracker

All rewards and sanctions are logged by the class teacher using class dojo. Pupils have their own log-ins so that they can manage their own pages and see rewards. Parents are also offered a separate log in and are able to see both their child/rens rewards and sanctions. Staff use the system throughout all parts of the school day. Points are linked to Character Awards shared weekly.

Eliminating undesirable behaviour

When pupils do misbehave, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

We use the range of approaches outlined above including sanctions and pastoral approaches. For a child who chooses to break a rule, there are a number of consequences and the ones used depend on the seriousness of the unwanted behaviour and its persistence.

If the undesirable behaviour continues, the child will then go onto the amber traffic light system. This is recorded onto our online behaviour tracking system (CPOMS) • If a child should reach 3 Amber traffic lights in a week, it then becomes a 'red' offence. This must be reported to the appropriate Phase Leader and logged by the Class teacher on the behaviour tracking system.

Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the Class Teacher. All contact with parents should be recorded on a restorative communications form and put into the behaviour log within teams. Some actions are more serious and will require a 'Straight Red'. These will include;

• Refusing to follow instructions

• Swearing

 • Spitting (including coughing or sneezing at someone deliberately)

• Fighting using fists or feet

• Bullying

• Impolite reference to any of the protected characteristics (i.e. race, sex, age, sexual orientation, religion/belief, gender reassignment, disability, pregnancy/maternity leave, marriage/civil partnership)

If a straight red occurs, the Phase Leader will be informed of the incident and it will be logged on CPOMs by the class teacher and relevant members of staff tagged (always DSL and DDSL).

Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the class teacher. All contact with parents should be recorded on CPOMs. There will be a thorough investigation of every serious incident resulting in a 'Straight Red', through discussion with all pupils involved and use of eyewitness accounts which are to be recorded on CPOMs, where necessary.

This will often be done during reflection time at lunchtimes or possibly breaktimes with SLT in the Listening Room. As part of the work of the Priority Pupil Team, CPOMs will be monitored on regularly to identify those children who are struggling to behave appropriately.

Should a second phone call home be required for a pupil in the same term, an appointment will be arranged for the parent to come in and discuss ways in which home and school can work together to promote future positive behaviour.

If a further phone call home proves necessary, a meeting will then be held with the parent, the Headteacher and the Inclusion team.

Working with Individual children

Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for peoples who may have additional needs as some children may initially prove unable to work within the remit of the Behaviour Policy designed for the general needs of the school.

In these circumstances, Staff will ensure that medical factors are checked, learning difficulties addressed and mental health issues supported. Parents/carers will also be consulted regarding changes in home circumstances which could affect behaviour. Detailed observations of the child's behaviour will be conducted using a variety of methods (including the use of an ABCF chart 'Antecedent, behaviour, consequence, function')and often with involvement of the Pastoral Team and if necessary, outside agencies.

From the information gathered the teacher (with the support of the Pastoral Team) will set positive behaviour targets and clearly define to the child what it is that they wish them to do. These targets will be consistent with the overall aims of our positive behaviour policy. Depending on the age and understanding of the child, the teacher may choose to use incentives for good behaviour which are created specifically for that child. This is often sufficient reward in itself. The teacher will also use contracts, specifically between him/herself and the child, to formalise agreements about what specific behaviour is expected of the child, and what the teacher will do to help the child achieve this behaviour.

Child-On-Child Abuse

Where a child is abusing another child (any type of abuse), this will be brought to the immediate attention of the DSL or DDSL. It will be logged on My Concern and our behaviour policy will be followed as described previously (e.g. parents contacted and a meeting requested).

In some more serious cases, the decision may be made to inform Social Services or the Police. In order to monitor any child-on-child abuse in school, alongside our logging of incidents, we also do a termly Pupil Voice activity in all classes, to ascertain whether there is any language used on the playgrounds which children find hurtful, harmful or offensive as this can indicate, at an early stage, that there are possible issues and allows early intervention.

In terms of prevention, Holy Rosary CVA uses Ten Ten across the school in our PHSE sessions, to promote healthy relationships: · Ten Ten's – Life to the Full has been used in

school since 2018 and allows the opportunity for reflection and open discussion around a range of issues that young people face with an emphasis around being a good person.

Rewards

To encourage children to follow our rules, we recognise appropriate behaviour in the following ways:-

• Praise, which is maximised by using the child's name and describing their accomplishments.

• House Party – team dojos achieved as a 'house collective' earn a termly extended lunch break and early lunch with a party theme

• Weekly awards in Achievement assembly (Affirmation, Heart that Sees, Character dojo, Gospel Value - linking directly to the HR WAY.

 • Golden Time, which lasts for 15 minutes and is intended for all children who have remained on green. 5 minutes is lost for being on an amber traffic light and 5 minutes is lost for being on a red traffic light.

 • Termly certificates for good behaviour for these children who have remained on Green all term, with no more than 3 ambers.

 • All Upper Junior children will be encouraged to take on responsibilities e.g. House Captains, Chaplaincy Team - Messengers, School Parliament, ECO team – Earth Friends, Reading Ambassadors, Office helpers, dinner helpers, Character Ambassadors,

Year 6 only - Assembly Leaders, Character Buddies

Components of the Holy Rosary Behaviour Curriculum

Attendance and punctuality

We:

•   **arrive between 8:45 am and 8:55 am and go straight to our classroom**

•   **know that if we are late, it could affect our attitude, we will miss learning time and we may not ready be ready to learn**

- know that, unless we are ill, it is essential to be in school

- know that attendance at school doesn't just help us become more intelligent, it also helps our friendships, our fitness and our faith

- usually have lots of fun with our friends and teachers.

Behaviour - lunchtime

In the hall, we:

- always listen to and respond appropriately to all adults

- line up, one behind the other, using a quiet voice to talk

- verbally request our dinner choice (not just pointing)

- use manners

- talk to others on our table, including anyone we don't usually sit with

- stay seated, until 'allowed' to move

- try to use a knife and fork correctly

- empty our own tray properly in the right place.

Behaviour - outside school

We:

- live out the Holy Rosary Character Behaviours at school, at home and in the community

- keep ourselves, and others, happy and safe, both when we see them in person or when we use the internet.

Behaviour - unstructured time (break and lunch)

We:

- always listen to and respond appropriately to all adults

- **play safely, thinking about the safety of others, never using negative physical behaviour**

- **are kind to everyone, considering their feelings**

- **look out for people who look alone or sad, including them in our play**

- **share and take care of the equipment, leaving all areas of the school tidily**

- **use manners.**

Classroom Routines

We:

- **respond positively and politely to staff**

- **walk in and out of the classroom calmly and quietly**

- **organise our belongings quickly**

- **complete our 'do now' task, sit or show readiness to learn without question**

- **join in together with our morning, lunchtime and end of the day prayer**

- **know where we sit (carpet /learning /table places)**

- **look at the visual timetable to know what we are learning**

- **show SELF-awareness: - Sit up - Engage - Look and Listen - Focus on who is speaking**

- **tidy up as a team**

- **line up calmly and quietly, in a straight line, looking forwards, with our arms by our side or behind our backs**

- **use equipment responsibly, find it independently and carry scissors safely.**

- **ask to use the toilet during lessons.**

Completing work in books

We:

•   date every piece of work

•   write a title or question for every piece of work

•   use a ruler when underling, drawing lines and striking out a mistake

•   write one digit per box

•   aspire to our neatest handwriting possible in every subject

•   care about our books by not drawing (or scribbling) on or in them and making sure corners are unrolled.

End of the day routine

We:

•   gather our bags, coats and water bottles calmly, quietly and quickly

•   remember all of our belongings

•   join in with the end of the day prayer

•   wait for the teacher to call our name or give permission before leaving the classroom.

Group Work

We:

•   work as a team

•   celebrate teamwork

•   discuss ideas with quiet voices

•   listen to and value the ideas of others, ensuring that everyone has a chance to speak

•   compromise if other people's ideas are different to our own.

Liturgies, liturgical prayers, acts of worship and assemblies

We:

• 	walk in and out calmly and quietly, in a straight line, looking forwards, with our hands in prayer (or other chosen class action)

• 	show SELF-awareness: - Sit up - Engage - Look and Listen - Focus on who is speaking

• 	sing together as a team.

Manners

We:

• 	say 'please' when we ask

• 	say 'thank you' when we receive or someone serves us

• 	say 'excuse me x' and wait if we want someone's attention or somebody is in our way

• 	use names when we talk to other pupils and staff (e.g. Mr/Mrs/Miss x)

• 	hold doors open for others

• 	smile (when we are feeling happy)

• 	are all peacemakers, maintain good relationships and try to have positive interactions with everybody.

Moving around school

We:

• 	walk calmly and quietly

• 	walk in a straight line when we are with our class

• 	walk forward, looking where we are going

• 	walk with our arms by our sides or behind our backs

- hold doors open for others

- care about our school environment, picking up litter that we see and avoiding displays

- greet people positively and politely.

School Uniform

We:

- wear our uniform with aspiration and pride

- tuck our shirts in

- do up our ties are up to the top button

- tie our shoelaces

- pull the sleaves of our jumpers or cardigans down to our wrists

- store jumpers or cardigans appropriately when we are not wearing them (not around our waist)

- take out or cover earrings for PE

- respond positively to reminders from staff about smart uniform

- *Know that if incorrect uniform is worn, staff will inform the Priority Pupil team.

Speaking in class

We:

- raise our hands to ask questions or to contribute ideas to class discussions

- engage in discussions with our partner by facing them

- are ready always to respond when the teacher is 'cold calling'

- show patience when we are waiting to share our ideas

- focus on who is talking, giving eye contact (where we can)

- wait until everyone is focussing before we begin speaking

- **speak loudly and clearly so that everybody in class can hear**

- **remove hands and jumpers from our mouths**

- **show SELF-awareness: - Sit up - Engage - Look and Listen - Focus on who is speaking.**

Visitors

We:

- **smile, say 'hello' and ask them their name**

- **check if they are wearing the correct lanyard – if not, we tell an adult**

- **answer their questions politely, to the best of our ability**

- **talk to visitors positively about things that we have learned and have done**

- **are open and honest**

- **use our manners**

- **thank them for visiting our academy.**