

BEHAVIOUR SUPPORT POLICY

This policy sets out our whole-school approach to promoting positive behaviour, supporting emotional regulation, and responding to misbehaviour in a consistent, fair and proportionate way. It applies to all pupils, staff, volunteers, visitors and parents/carers, and covers behaviour in school, online and off-site where reasonably connected to school life. It aligns with Department for Education (DfE) guidance and our statutory duties in safeguarding, equality and SEND.

We have regard to: Education and Inspections Act 2006; Equality Act 2010; Children and Families Act 2014 and SEND Code of Practice; Keeping Children Safe in Education; DfE Behaviour in Schools (Feb 2024); DfE guidance on Searching, Screening and Confiscation (July 2022); School Suspensions and Permanent Exclusions (Aug 2024); Mobile Phones in Schools (Feb 2024); and current guidance on the Use of Reasonable Force (to be superseded by Restrictive Interventions guidance from 1 April 2026).

At Holy Cross and All Saints RC Primary School we aim to:

- a) provide a safe, calm and caring atmosphere for learning to take place.
- b) support every child's emotional wellbeing
- c) ensure consistency, fairness and clear expectations.
- d) ensure that pupils are listened to and treated with equal respect.
- e) support caring and co-operative behaviour and to support children in regulating their emotions / behaviour
- f) understand that all behaviour is communication
- g) ensure commitment to the policy from all members of the school community.

EXPECTATIONS

Experience has shown that children demonstrate a wide range of emotional needs when they start school in EYFS and that our expectations must take account of that. We must be prepared to take a long-term view of our aims without compromising our commitment to our overall philosophy.

We expect all pupils to:

1. Show politeness and courtesy to each other and all adults.
2. Respect their own belongings and those of others, including classroom and school resources.
3. Follow instructions promptly and complete tasks to the best of their ability.
4. Take pride in themselves, their appearance, their work, and the school environment.
5. Move around school safely and calmly, walking indoors in an orderly fashion.
6. Treat everyone with care and respect, ensuring no verbal or physical harm to anyone at any time.
7. Co-operate with and show consideration for others, respecting everyone's unique identity and protected characteristics.
8. Always use appropriate language, avoiding discriminatory or offensive comments, including online.

POSITIVE REINFORCEMENT

To promote high standards of behaviour, effort and work, all the staff will hold high expectations of the children, both in behaviour and the effort involved in producing work of a high standard. It is hoped that our policy will give our children clear guidelines and thereby promote positive behaviour and emotional literacy.

WHOLE SCHOOL EMOTIONALLY FRIENDLY APPROACH

Golden Rules

To promote good behaviour in all classes we follow the “Golden Rules” agreed by and discussed with the children at the start and throughout the school year. These are clearly displayed in each classroom.

Pupil Reward Points

Children are awarded house points for following the Golden Rules and good behaviour is positively commented on and encouraged as an example to all. The children record their house points on the online Pupil Reward Points system which parents can access at home to celebrate success.

These points are totalled up at the end of each week and the class/house with the most points is announced each week at “Celebration Assembly”. At the end of each term, the winning class/house will receive a trophy and children in the winning house can wear their own clothes for the day. Each week, the child with the most points within each class from the winning house/class will become house/class winner. They will receive a WOW Badge in Celebration Assembly to wear in school.

Star of the Week

At the end of each week, children may be awarded a Star of the Week Certificate and sticker for following the Golden Rules by displaying good behaviour, effort or good work. This is then presented to them at the weekly whole school Celebration Assembly. Head Teacher awards are presented at the end of each term when children receive a prize and a certificate.

Circle Time

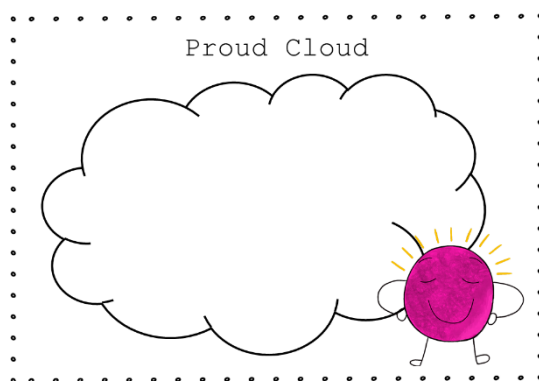
Circle time is provided throughout the school so that children have the regular opportunity to discuss their emotions and to develop emotional literacy. At the beginning of the school year, teachers are provided with planning for Circle Time lessons linked to our Emotionally Friendly approach to introduce/reinforce the ‘Balls of Emotions’ and the development of emotional literacy (see Emotionally Friendly School policy). Any pertinent issues are then fed back to the School Council. The School Council meets regularly and discusses school issues and promotes children’s ideas for the SLT to discuss.

Behaviour Support System

At Holy Cross and All Saints RC Primary, we use the approach of a 'behaviour support system' as opposed to a 'behaviour management system' to ensure that all children are supported to regulate their emotions with regular emotion 'check-ins'. This system will be clearly displayed in each class with pupil's names ready for the start of each new year.

How our behaviour support system works:

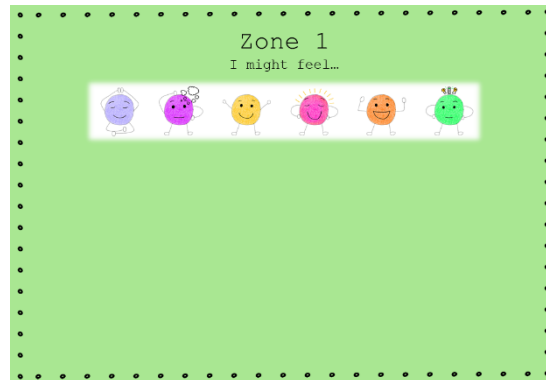
Proud Cloud



The proud cloud has been introduced to ensure that all children who show that they are going above and beyond the school's 'Golden Rules' are receiving recognition for this (see appendix 1 for a list of behaviours which would result in a child being moved on to the proud cloud). Children moved on to the proud cloud will receive 10 dojos and an animated proud post message will be sent home to parents / carers via the School's Instagram.



Zone 1



All children begin the day in Zone 1. The emotions which children might be feeling in this shown are clearly displayed using the Balls of Emotions images.

If a child is displaying warning signs (please see section 4 for possible warning signs), the child will be signposted to the Ball of Emotions check-in resource to discuss how they are feeling. Staff can refer to the information they have received on Emotion Coaching or appendix 2 for more information on how to speak to a child at this point.

A child will then be signposted to specific strategies / resources which could help them to regulate their emotions / behaviours at this point.

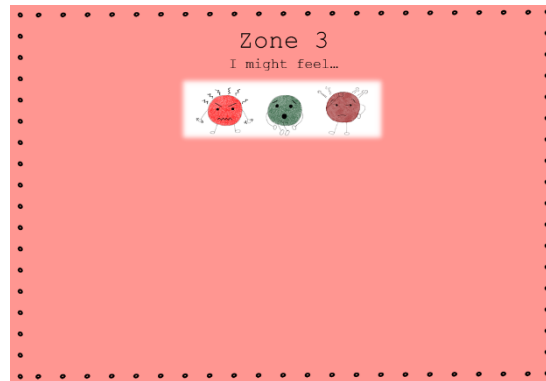
Zone 2



If a child continues to struggle following the school's 'Golden Rules', they will be reminded of the balls of emotions / strategies and asked to move their name in to the zone 2 order to receive further support and to continue to regulate their emotions and behaviour. Further or alternative strategies may be suggested here to support the child in doing so.

If the child regulates their emotions their name will be moved in to Zone 1.

Zone 3



If the child is still unable to regulate their emotions / behaviour, they will be asked to move their name in to the Zone 3 in order to regulate their behaviour further and be reminded of the balls of emotions again and strategies.

If a child has moved their name in to Zone 3, they will be required to complete an Emotion Evaluation Form to reflect on their emotions. This should be done at the closest possible time e.g. playtime, lunchtime or Golden Time. Emotion Evaluation Form: <https://forms.gle/nGdrFovKhQsnVk1P6>

Children may be sent to Mrs Bell where appropriate to discuss their emotions and reasons for behaviour, possibly using pupil voice / emotional literacy resources.

EXAMPLES OF UNREGULATED BEHAVIOUR

- Bullying
- Calling names
- Persistent bad manners
- Physical harm to others
- Disobedience
- Defiance
- Disrupting the class
- Telling lies
- Answering back/Arguing
- Destruction to resources
- Swearing
- Non completion of work
- Not listening

Some children may need personalised support to manage their emotions and behaviour and this may include an amended visual designed specifically for them and additional strategies. These strategies will promote emotional literacy and reward good behaviour and manage emotional dysregulation. School may request advice and support from external agencies at this point. If needed a home school communication book may be used to share information between parents and staff.

Behaviour support report

If a child continues to have difficulties meeting the school's behavioural expectations and targets, they may be placed on a Behaviour Support Report. This report will track their progress and identify areas for improvement. Staff will work closely with the child, providing regular support and guidance. After each session, staff will reflect with the child on their behaviour and choices, both celebrating successes and discussing areas for growth. These reflections will be recorded on the child's individual report sheet which will be shared with parents / carers at the end of each day. Parents will be asked to sign the report at the end of each day to show that they have viewed and discussed the report with their child. The need for a Behaviour Report will be reviewed on a regular basis, in discussion with parents / carers. [Behaviour Support Report](#)

Removal from Classrooms

Removal is when, for serious disciplinary reasons, a pupil spends a limited time outside the classroom, in a supervised setting with meaningful continuing education (distinct from brief time-out or planned sensory/nurture time). It is used only, when deemed necessary, after in-class strategies have not had an impact. For safety and if behaviour warrants immediate removal may be implemented. Parents/carers are informed. Removal is time-limited; prolonged removal requires Headteacher agreement. Suitable removal spaces are supervised by staff and never locked. Reintegration supports return to class.

Pupils with SEND and/or Disabilities

We maintain high expectations while anticipating triggers and making reasonable adjustments (movement breaks, seating, uniform adaptations, sensory supports). We use the graduated response to assess/plan/do/review and consider whether SEND contributes to behaviour before sanctioning, adapting sanctions where lawful and appropriate.

Searching, Screening & Confiscation

We follow DfE guidance on screening, searching and confiscation. Staff may confiscate items as a disciplinary penalty where proportionate and lawful, taking account of welfare, privacy and bias, and informing the DSL where appropriate. Electronic device handling, recording and parent communication follow best practice.

Use of Reasonable Force & Restrictive Interventions

Staff may use no more force than is necessary to prevent an offence, injury or property damage and to maintain good order and discipline, considering vulnerabilities (SEND, mental health, medical). Current guidance applies until 31 March 2026; new Restrictive Interventions guidance (including statutory recording/reporting of significant incidents) applies from 1 April 2026. Training and procedures will be updated accordingly.

Suspension and Permanent Exclusion

Where serious incidents occur or persistent poor behaviour does not improve following in-school sanctions/interventions, the Headteacher may suspend or permanently exclude, following statutory guidance and processes for notification, education, governing board consideration and independent review. Information on exclusions is shared anonymously within the Curriculum, Pupils and Admissions committee and reported in the Headteachers report on a termly basis.

Mobile Phones

To create a mobile-phone-free environment, the school prohibits the use of mobile phones and similar smart devices throughout the school day, including breaks and lunchtimes. We will set out our approach; hand-in on arrival, communicate clearly, apply fair sanctions for breaches, and make reasonable adjustments where needed (e.g., medical/SEND/caring responsibilities).

Initial Intervention, Pupil Support Units & Reintegration

We use early interventions (parental engagement, mentoring/coaching, report cards/plans, targeted small-group/1:1 support). Where appropriate, we may use pupil support units as planned interventions or as a final preventative measure before exclusion, with curricula aligned to mainstream learning and clear reintegration plans. Reintegration following removal/suspension/off-site direction includes meetings with parents and agencies, support to meet expected standards and regular review.

Behaviour Outside School Premises & Online

We may sanction pupils for behaviour off-site (including online) when participating in school activities, travelling to/from school, wearing uniform, or when conduct could have repercussions for school order, pose a threat to another pupil, or adversely affect the school's reputation. Online behaviour (e.g., bullying, inappropriate language, sharing nude/semi-nude images) is addressed per safeguarding guidance.

Bullying, Discrimination, Aggression, Derogatory Language

Incidents are addressed quickly and effectively. We promote a culture where bullying, harassment/violence is never acceptable; staff challenge inappropriate language consistently, and the DSL leads safeguarding responses per statutory guidance.

Damage to Property

Deliberate damage will be discussed with parents/carers, including expectations to make good the damage where appropriate, considering circumstances and equality considerations.

Recording, Data, Monitoring & Governance

We record behaviour incidents (including removals, searches, suspensions, exclusions) and monitor attendance, managed moves/off-site directions and stakeholder surveys. Leaders analyse data at school/group/individual levels, including protected characteristics, to inform policy/practice and ensure fairness. From 1 April 2026, we will implement statutory recording/reporting duties related to restrictive interventions.

Staff Induction, Training & Support

All staff receive behaviour training (de-escalation, scripts, SEND awareness, reasonable adjustments, and when applicable, reasonable force training). New staff are inducted into our behaviour culture, routines and reporting systems.

Linked Policies

Safeguarding & Child Protection; SEND & Inclusion; Anti-Bullying; Online Safety; Uniform; Attendance; Complaints; Exclusions.

Review

This policy will be reviewed annually, or sooner if there are significant updates to DfE guidance (e.g., mobile phones, exclusions, reasonable force/restrictive interventions).

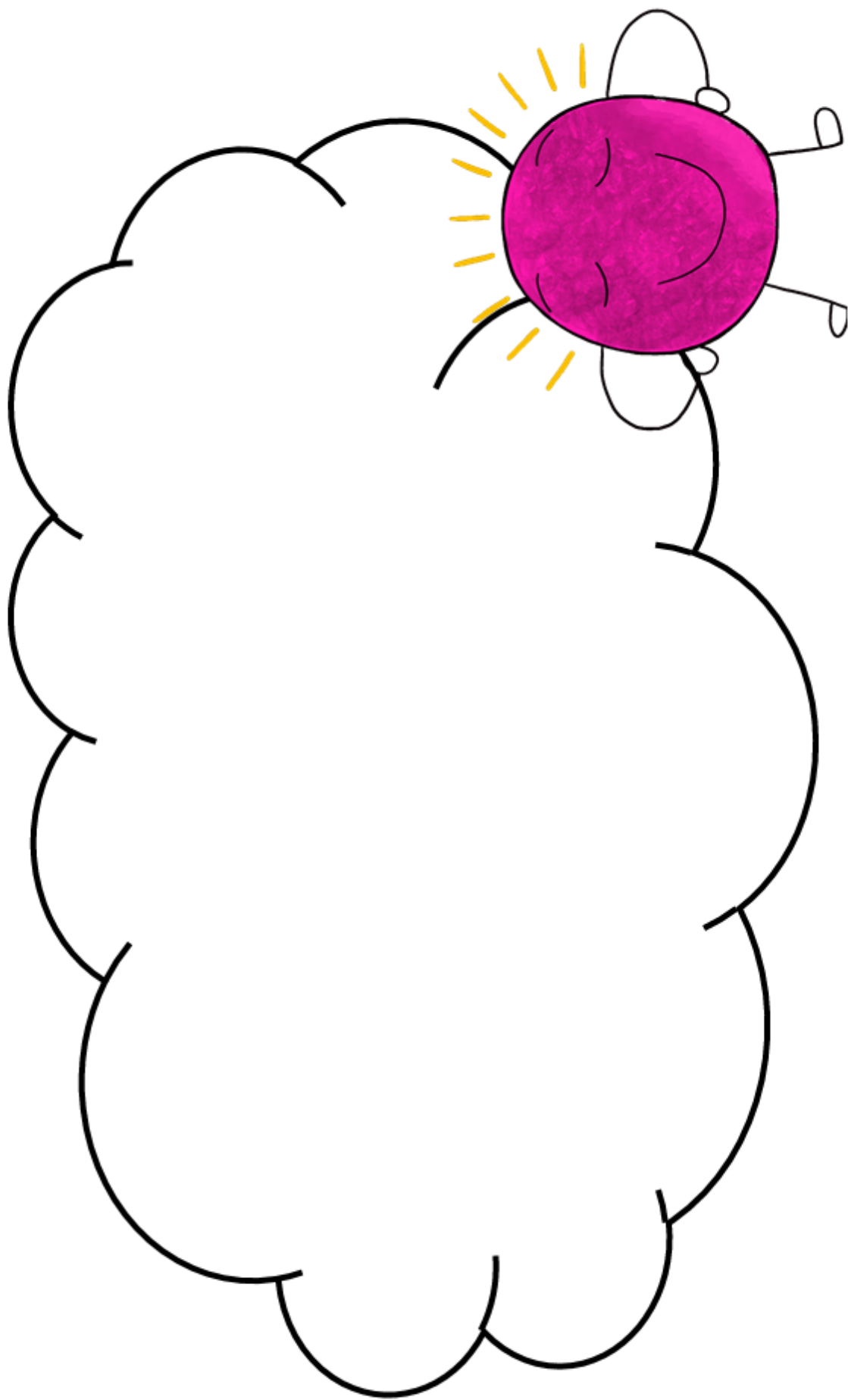
The success of the Behaviour Support Policy and school behaviour system will depend upon individual members of staff expecting the same code of behaviour, following the Emotionally Friendly School Approach and rewarding children accordingly. It also demands that staff accept a collective responsibility for the operation of the system throughout the school.

OUR GOLDEN RULES

- WE ARE KIND AND HELPFUL AND LOOK AFTER EACH OTHER.
- WE TRY OUR BEST AND WORK HARD.
- WE LISTEN CAREFULLY AND SHOW RESPECT TO ADULTS AND OTHER CHILDREN.
- WE PLAY NICELY AND SHARE.
- WE KEEP OUR SCHOOL TIDY AND LOOK AFTER SCHOOL PROPERTY.
- WE ARE HONEST.

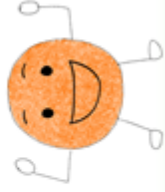


Proud Cloud



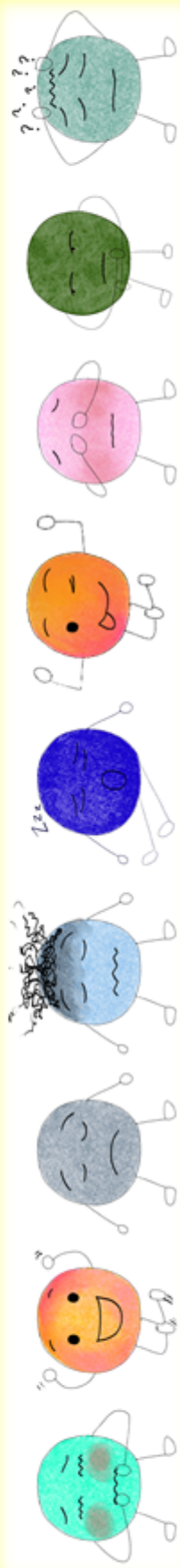
Zone 1

I might feel...



Zone 2

I might feel...



Zone 3

I might feel...

