



Holy Rood Catholic Primary School, Swindon



Behaviour Policy Summary for Parents 2026 - 2029



The Green and Red Zone Behaviours:



How will my child be rewarded for good behaviour?

We will reward the Green Zone behaviour of others at every opportunity. This will strengthen our feelings of confidence, self-esteem, and belonging, as we all become more able to solve problems healthily.

Rewards:

Positive reinforcement promotes good behavior as well as routinely sharing enthusiasm, joy and verbal praise. Holy Rood uses the following rewards to achieve this:

Individual Rewards

- * Certificates and awards in celebration assembly
- * Visits to Senior Leaders for extra special praise/rewards
- * Sharing work with partner class/other teacher
- * House points

Whole Class Rewards

Each year group uses their own system to reward whole class achievements. This is adapted for each year group when required.

This could include:

- Marbles in a jar
- Brownie points
- Table points

This reward system allows the class to earn an extra treat at the end of the term which is decided upon by the children.

Examples:

- * 10 minutes extra play
- * Class DVD
- * Privilege time
- * Free computer time in IT room/iPads

What happens if my child misbehaves?

Playground behavior

To help manage behaviour at break and lunchtimes, staff on duty will have 'Consequence Cards' that they can use if there are children displaying Red Zone behaviours. This will result in the child leaving the playground to spend time at the Time Out bench, reflecting on their behaviour and calming down. The child's name will be recorded on a 'Capture It' form and given to the Pastoral Lead so that the issue can be resolved and the incident logged, along with the action taken. Class teachers will be informed and the parents will be notified where deemed necessary. If the child refuses to go to the Time Out bench, a member of SMT/SLT will be informed and they will instead spend their next break time with a member of staff, using the 'It's in Our Hands' model to discuss and reflect on the situation. Positive behaviour on the playground will be rewarded with house points and certificates in celebration assembly for children modelling exemplary Green Zone behaviour.

At the end of break and lunch times, when the whistle has been blown, the expectation is that all children will stop what they are doing and stand still (including dismounting the trim trail), they will then be silent and will walk sensibly to line up when their year group is called to do so. Any child that does not comply with this rule will be recorded on a 'Capture It' form and miss 5 minutes of their break time the next day by standing in the 'Time-Out Zone'.

Class behaviour

Individual classes are encouraged to develop consistent expectations with their teachers to build understanding and ownership. Every classroom should ensure they have a visual timetable clearly displayed at the front of the room as a resource for supporting and preventing Red Zone behaviour.

To help manage behaviour in lessons, each classroom has a traffic light-type system (themed appropriately for the age group) as a visual aid for the children. All of the children begin the day in the Green Zone, as this is the expected standard of behaviour. If a child is being disruptive to the learning then they are given one verbal warning. If they continue to disrupt then their picture/name is moved to the orange spot, where the child is then encouraged to reflect and think about how they can get back to green. If the inappropriate behaviour continues, the child's name will be moved on to the red spot and a consequence relative to the Red Zone behaviour being displayed will be issued. Traffic lights are then reset each day and children also have the opportunity to move back on to Green if they manage to improve their behaviour in the lesson. There is also a 'Gold Zone' so that children consistently demonstrating Green Behaviour can be rewarded.

Consequences:

Consequences will only be used to help learning, and for no other purpose. Children will be encouraged to think about what the consequences of their actions have been for those around them and how others may have been affected by their negative behaviour. As far as is possible, consequences for the person displaying the Red

Zone behaviour should be suggested, and owned, by the learner. Consequences should be small, fair and achievable.

The consequences for displaying repeated low-level disruptive behaviour which results in being named on the Red Zone might include:

- Loss of play time
- Being sent to partner classes
- Time out
- Separation from distractions

Dealing with More Disruptive Behaviour:

A child may occasionally disrupt the learning environment of others within the school and having been given the chance to make a better choice, does not respond appropriately to be dealt with in the classroom or playground. In these situations, the child may be required to leave the classroom or playground, either for an opportunity to calm down, or to be dealt with by the Head Teacher or Assistant Head Teacher. The 'It's in Our Hands' process will then be discussed with the child, in order to resolve the situation. This may lead to an internal exclusion for a set period of time.

Persistent Poor Behaviour and Very Poor Individual Behaviour:

Occasionally, a child will be resistant to learning from their mistakes and this can include ongoing classroom disruption. It may also be that a child makes a very serious single mistake, such as verbal and physical abuse of another, intentionally causing damage, or stealing.

In instances such as this, the child should be sent straight to the Head Teacher, Assistant Head Teacher (or SMT/Pastoral Lead in their absence) and the same process will be followed as above, but in addition:

- The child's parent or carer will be notified by the Head Teacher and may be requested to attend the school to decide an appropriate way forward. This will be an opportunity to explain the school process and seek a similar approach to be taken at home.
- Consideration will be given to establishing an individual education plan for the child, an Early Help Record of assessment or requesting a statutory assessment.
- If necessary, a de-escalation plan will be created for the child.
- The SENDCO/Pastoral Lead, under the advisement of the SLT, will offer support for the family and consider whether other agencies should be involved, such as educational psychology, targeted mental health service, and police. In certain circumstances, there may be a legal requirement to undertake this referral. Advice may be sought from the Nyland Outreach Team or other professionals. A child's parent or carer will be informed of the action taken, including a clear rationale.
- Time with the Pastoral Lead to explore reasons for misbehaviour and plan the way forwards.

Please see our full Behaviour Policy for further details.