

Sacred Heart
Catholic Primary School




Learning in Love

BEHAVIOUR POLICY 2021-2023

Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Full Governing Body
Agreed by Governors on	8 July 2021
Chair's Signature	
Staff Member Responsible for Review	Lorraine Dolan-Walsh
Date for Review	8 July 2023

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1. Aims

This policy aims to:

- To create a positive, safe calm and caring learning environment for all.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Rationale

Sacred Heart Catholic Primary School will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God, we will.....

- Focus on positive behaviour for learning, to enable a positive culture in which, relationship with self, others and the curriculum are promoted.
- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our school is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community
- Teach and model good manners

3. A Positive Approach

Our approach to behaviour is a positive one and has its basis and foundation in the teachings of Jesus Christ and will be guided by the influence and gifts of the Holy Spirit. The children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time however, children who live in a community will not always agree and difficulties arise. Our children will learn from experience to expect fair and consistently applied rewards and

sanctions, and distinction will be made between serious and minor misbehaviours. Individual circumstances will be taken into account and consistent standards of praise and disapproval will be applied.

4. Behaviour for Learning

Behaviour for learning emphasises the crucial link between the way in which children learn and their social knowledge and behaviour. There are three sets of relationships which contribute to a culture of learning behaviour:

1. **Relationship with self:** a pupil who feels safe and confident as a learner will be more likely to display positive learning behaviours. Therefore we seek to develop the child's confidence in their learning abilities
2. **Relationship with others:** interactions with other people are crucial to their learning. Therefore we model respect for others as well as the ability to work collaboratively and independently.
3. **Curriculum:** student behaviour and curriculum are inextricably linked. Educators who can demonstrate how their pupils are engaging with and progressing through the curriculum will be more likely to create a positive behavioural environment. This applies to all our children and staff in the school community.

5. Parent responsibility

Parents have a vital role in promoting good behaviour in our school and, to assist with this, Sacred Heart will encourage effective home-school liaison. Parents can help maintain the school's behaviour for learning ethos through:

- discussing the 4 Simple Rules with their child (see below), emphasising their support of them and assisting with their enforcement
- working in partnership with the school to ensure a positive learning environment is sustained.

We aim to involve parents by:

- consulting parents in the continuing development of this policy
- sharing the policy through the website
- Celebrating children's successes through Celebration Assemblies
- talking to parents about their children's achievements, either informally or through reports and parent evenings
- communicating honestly about concerning behaviour if and when it occurs at the time that the behaviour occurs

6. Our 4 Simple Rules

At Sacred Heart we follow 4 simple rules:

- **We are safe**
- **We make good choices**
- **We are kind**
- **We do our best**

We are safe

Everyone at Sacred Heart is valued and respected as an individual within a safe, positive learning environment.

We make good choices

Children are given the opportunity to reflect on their options and learn how to make the right choices in all situations.

We are kind

All at Sacred Heart are special and important and we celebrate this ethos through sharing our kindness and love for each other.

We do our best

Everyone is encouraged to take pride in our school, their class, their work and their relationships.

7. Behaviour strategies

The expectations of good behaviour will be consistent across the school and across different members of staff. They will be regularly reaffirmed during whole school assemblies and in class at the beginning of each term. The 4 Simple Rules will be displayed throughout the school using pictures to assist children's understanding. At the start of the school year, the children and class teacher will promote the behaviours we aspire to by: discussing the behaviours that we don't want and learning that by following the 4 Rules, this unwanted behaviour will not happen.

8. Rewards

At Sacred Heart we believe in creating a positive ethos through praise and encouragement. The 4 simple rules are reinforced by following a series of rewards:

- Verbal or written praise
- Stickers
- House Points: these should be given out specifically for children following one of the 4 rules. For example, if a child produces good work they would receive a house point for "We do our best"; if they help a classmate out with their learning or on the playground they would receive a house point for "We are kind". The house points will be collected every week and the house cup will be presented every term to the winning houses.
- Whole class reward systems
- Exceptional behaviour (including learning behaviour) should be recognised through a Head Teachers Certificate to be presented in the weekly Celebration Assembly.

9. Consequences

To support our school's aim and ethos, we have consulted and agreed upon appropriate consequences when a child does not follow the 4 Simple Rules. Every opportunity will be given for the child to reflect on their actions, make the right choices and regain control of the situation.

The following steps will be applied to children who do not follow the 4 Simple Rules:

1. Verbal warnings: the adult will explain to the child what rule they are not adhering to and ask them politely but firmly to stop the behaviour.
2. Move away: the child is asked to move away from their table and sit in a different place.
3. The class teacher speaks to the child and time is given to reflect on behaviour.
4. The class teacher will ask the child to complete a Cause and Effect map during break time or the child may be given time to independently reflect in a class within the same year group.
5. If this is concerning behaviour outside our behaviour ethos and school rules, **you will need to communicate this with the child's parent, in addition to completing the cause and effect map, this will be logged on a behaviour log and communicated with parent that same day. The type of behaviour will be recorded as Verbal, Physical, Racist, Cyber, Homophobic, Low level incidents Bullying or Sexualised behaviour.**
6. The behaviour log will record the ABC triggers (antecedent, behaviour and consequences, as well as patterns for analysis such as time, location and record within 24 hours of incident subsequent conversation with parents.
6. If this is a repeated incident of behaviour or the level requires immediate escalation, the child will be sent straight to the Headteacher or Deputy Head for investigation and reflection.
7. **The Headteacher or Deputy Head will be informed immediately in the case of bullying, serious physical incidents, such as racist, homophobic or sexualised behaviours, or other incidents of a serious nature.**
8. Contact parents: the class teacher will communicate the nature of the incident to parents and on the behaviour and learning log, the Phase Leader will be informed.
9. Temporary or permanent exclusion may be applied in cases of behaviour which causes harm to self or others. Please refer to DFE Guidance and Safeguarding Policy.

If the type of behaviour puts any member of the school community at risk, staff may use their discretion to escalate to any of the above steps. The class teacher is responsible for recording repeated incidents. If a child is regularly at step 3, the teacher will contact the child's parents to discuss how everyone can work together to help the child to be better behaved in school.

10 Inclusion statement

The school community will ensure that ALL children irrespective of ability, ethnicity, age, gender (including those who identify as transgender and all differing sexual orientations), cultural and home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and all achievements will be celebrated.

11 Support Systems for Individual Pupils' Needs

If there is a persistent problem, the class teacher will draw up an individual programme to support the pupil in partnership with the parents. All staff working with the pupil will be informed of this giving a consistent approach throughout the school day. The purpose of this learning behaviour programme is to help the pupil to develop a more positive attitude to their learning and behaviour.

12 Adjustments to the Behaviour and Learning Policy

The school acknowledges the need to make reasonable adjustments for disabled and SEN children in line with the Equality Act 2010. This will be personalised to include the needs of the child and may include personal behaviour strategies, rewards, visual timetables and learning breaks. Sacred Heart recognises that some children for example those with Special Educational Needs may need considerable adjustments to the behaviour policy and all staff need to be mindful of adapting to support such children to help them manage their own behaviour supportively.

13 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breaches of the school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Fireworks
- Pornographic images
- 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)

Extreme Misbehaviour (As defined by The 1996 Education Act; Section 550A)

Teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils are to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the behaviours described in this section.

Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities).

- Self-injuring or placing himself or herself at risk.
- Injuring others.
- Causing damage to property, including that belonging to the pupil himself or herself.
- Committing a criminal offence (even if the pupil is below the age of criminal responsibility).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

14 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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 or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be accessed on the school website.

15 Peer on Peer Abuse

At Sacred Heart, we recognise in line with

<https://www.gov.uk/government/publications/keeping-children-safe-in-education> 2021 that peer on peer abuse is a safeguarding concern. Abuse from a peer may come from someone who might be the child's friend, a child at school or another child they may know. Please see our anti-bullying policy for more information.

16 Physical restraint

At Sacred Heart we do not use physical restraint. ['Use of reasonable force – advice for headteachers, staff and governing bodies'](#).

Exceptions of physical restraint must:

- Always be used as a last resort and only to safeguard the child and other children from immediate harm.
- 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

17. Roles and responsibilities

The Governing Body

The Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the written statement of behaviour principles.

The Headteacher will

- Ensure that the school environment encourages positive behaviour and that staff deal effectively with misbehaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Report to/meet with parents/carers as necessary
- Investigate and keep records of all reported incidents of extreme misbehaviour.
- Report to Governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.

Senior Leaders

Senior leaders will

- Monitor pupils behaviour logs, ensuring that behaviour incidents are recorded within 24 hours.
- Investigate and keep records of all reported serious incidents of misbehaviour.
- Report to/meet with parents/carers as necessary

Teachers and Support Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording and reporting misbehaviour within 24 hours of incident on behaviour log.

Parents

Parents are expected to:

- Support their child in adhering to the written statement of behaviour principles
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings arranged by senior leaders or the headteacher to discuss their child's behaviour

Pupils

Pupils are expected to

- Adhere to the written statement of behaviour principles (Appendix 1).
- Follow the school rules. (Appendix 2)
- Be polite and always show good manners.
- Respect other people's beliefs, opinions, similarities and differences.
- Co-operate with teachers, support staff and peers.
- Respect the school environment and others' property.
- Listen to others.
- Be truthful.
- Use kind words and polite language at all times – never use swear words or name calling.
- Follow the dress code and always look smart in school.
- Show consideration for others.
- Be punctual every day.

18. School Visits

The expected standard of behaviour is the same on school visits as it is in school. In the event of any incidents of misbehaviour while on a school trip, the trip leader will immediately contact the Headteacher for advice. This may result in the pupil being collected from the trip and brought back to school.

19. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

20. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

21. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Body every two years.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body every two years.

22 Links with other policies and documents

This behaviour policy is linked to the following policies and documents:

- Anti-Bullying Policy
- Exclusion Policy
- Social Media Policy
- Reporting and Recording Policy
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2021>
- DfE Guidance - Behaviour and discipline in schools; Advice for headteachers and school staff January 2016 available here - <https://www.gov.uk/education/school-discipline-and-exclusions>

Appendix I- Written Statement of Behaviour Principles

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in the resolution of behaviour incidents in order to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Body every two years.

Appendix 2- School Rules

Our 4 Simple Rules

At Sacred Heart we follow 4 simple rules:

- **We are safe**
- **We make good choices**
- **We are kind**
- **We do our best**

We are safe

Everyone at Sacred Heart is valued and respected as an individual within a safe, positive learning environment.

We make good choices

Children are given the opportunity to reflect on their options and learn how to make the right choices in all situations.

We are kind

All at Sacred Heart are special and important and we celebrate this ethos through sharing our kindness and love for each other.

We do our best

Everyone is encouraged to take pride in our school, their class, their work and their relationships.

These 4 simple rules can be applied to any of the following behaviours

In the classroom

- Listen attentively and do not interrupt when the teacher or another pupil is speaking
- Complete home learning on time
- Enter and leave calmly and quietly
- Ask if you need to leave the room
- Tuck chairs in and leave the classroom tidy

In the lunch hall

- Put your hand up to ask something or to be dismissed from the hall
- Talk quietly and only to the people close to you
- Use the bins provided
- Use good table manners

In the playground

- Play together without play fighting – use only kind hands, kind feet and kind words
- Be safe when using the games equipment
- Play team games fairly
- Ask an adult if you want to go in for any reason
- Don't retaliate – get an adult to help if you need it
- Stand still and be silent when the bell rings

Shared areas - corridors etc.

- Always walk quietly
- Ensure your uniform looks smart
- Put things away and leave all areas tidy
- Keep the displays attractive and cared for

Collective Worship and Assembly

- Walk in and out silently
- Collective Worship/Assembly is a time to listen, think and reflect – avoid distractions
- Put up your hand if you wish to speak

Wet Play Times

- Use only the games provided and leave games as you found them
- Find a space to sit at a table or on the carpet - no running around in the classroom
- Ask an adult or playtime supervisor if you wish to leave the room
- Tidy up when asked

Appendix 3 – Rewards

In order to reinforce our expectations and rules we have a system of rewards in place. Children adhering to the rules will be regularly and consistently rewarded by:

Rewards

- Verbal praise and non-verbal signs
- Stickers
- Smiley face stamp
- Pom Pom rewards for individuals and marbles in jar for class
- Good news shared with parents and other staff
- 100% Attendance Awards
- House Points
- Bronze, silver, gold and platinum stickers
- Headteacher, Deputy Head and Assistant Head stickers

Certificates

Each week in Friday's Celebration assembly, one child from each class will receive a Star Pupil certificate. This is chosen by the class teacher and recorded in a central file to be announced on the school newsletter. One child from each class will also receive either a maths Champions or Laureate certificate, also chosen by the class teacher. Headteacher's awards are given to four children weekly; these children are chosen by Phase Leaders for meeting the 'Word of the Week.'

House Points

These will be counted up each week and announced in the Celebration Assembly. The House Point Cup is awarded to the house with the most points at the end of each week and term. Children are allocated to houses upon entry to the school. They are given a merit card and house badge.

Teachers are responsible for ensuring that all children have equal access to rewards and incentives. They must keep records to show how they have taken action to support children who have barriers to overcome. Teachers will also ensure that house points that are issued are documented and counted.

