

Sacred Heart Primary School

Jesus at the Heart of All That We Do.

School Behaviour Policy

Rationale:

In keeping with the spirit of the school's Mission Statement our behaviour policy is positively based on a sense of love and respect for each individual. Within our community everyone is valued and individual needs are regarded as important. We recognise that each individual is unique and deserves to be shown care, respect and courtesy. In promoting and living the Gospel values within our school community we expect them to extend to the home and wider community that we serve.

Aims:

- The behaviour policy is supported and followed by the whole school community, parents, staff, children and governors, based on a sense of community and shared Gospel values
- By applying positive policies to create a caring family atmosphere in which learning and teaching can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in children a sense of respect for themselves, for other people and for property.
- To encourage, model and teach good behaviour rather than to simply punish bad behaviour, by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

Code of Conduct:

Our code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school, paying due care and attention to safety on the stairwell (KS2) as instructed
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents could lead to exclusion
- Foul or abusive language must not be used, parents will be informed of persistent use of inappropriate language
- Children and Staff are expected to be punctual, ready to make a prompt start to each new session
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem. Toys or personal property must not be brought to school unless by prior arrangement with the class teacher.

- Children should wear the correct school uniform. Stud/small earrings and watches are permitted but are not to be worn during P.E. *Rings, necklaces, bracelets and anklets are not permitted.* Footwear must be sensible and appropriate; trainers and fashion shoes are not part of everyday school uniform. Hair attire should be simple and preferably in school colours. For swimming lessons (KS2) the children must wear appropriate swimwear as required.

In addition each class will have its own rules, often worked out with children.
An example of such a class rules could be as follows:

1. We listen carefully and follow instructions.
2. We treat other people how we would like to be treated.
3. We work quietly without disturbing our classmates.
4. We always tell the truth.
5. We always do our best.

Strategies for Promoting Positive Behaviour :

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented.

All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children calmly, courteously and with respect and to avoid escalating situations.

Start of Day

- Teacher to “meet” and “greet” children at the class door on arrival
- Starter activity to be available immediately and accessible to all

Start of Lessons

- Teacher to collect children from the playground at the end of playtimes and lunchtimes and walk in with them
- The lesson should begin promptly therefore engaging children from the start

During Lessons

- High expectations of work and behaviour.
- Good and outstanding teaching encourages good behaviour – pay attention to planning, whole class participation strategies, pace, interest and variety, differentiation, visual cues. Make learning exciting.
- Stimulating environment with motivating displays of child work and learning posters. Ensure all children can access resources easily and that all can see IWB from their seat.
- Ensure class rules, rewards and sanctions are visible to all
- Praise consistently (5:1 ratio minimum) – ‘Catch them being good’. Use reward systems.
- Staff need to know children well and understand their needs SEN etc. Use strategies recommended in any specialists advice / reports etc.
- Make opportunities to build positive relationships in unstructured time
- Watch language, tone, posture, body language etc. Remain calm and cool at all times.
- Plan the use of any additional adults to support children who need extra help to meet the lesson objective
- Use of AfL encourages motivation and engagement.
- Never make empty threats. Staff should follow through on what has been said.
- Criticise the behaviour – not the child. Avoid punishing the whole class for the actions of a few.
- Reflect on incidents and how they can be best managed.

End of Lessons

- Allow time for plenary and reflection on whether learning objectives have been achieved
- Ensure the classroom is tidy
- Orderly dismissal. Children should be accompanied to the playground/door at playtimes and the end of the day. At playtimes, make sure an adult is on duty before leaving children.

Out of Class

- Notice and respond to good behaviour exhibited by children from across the school.
- Duties – on time, in correct place. Take opportunities to build relationships with children.
- Intervene whenever incidents occur – follow Restorative Approaches where possible.
- Corridors kept clean and tidy with motivating/informative displays.

Incentives and Rewards :

A major aim of our school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

All staff give verbal or written praise as often as possible.

Star Pupils

Children's achievements are displayed in their classroom and on Star Pupil boards in each school hall. Certificates celebrating achievements are awarded throughout the year at each week's celebration assembly, for example, when a reception child is able to dress him/herself for the first time, good work, anything that reflects our values, our school aims, our rules or growth mind set behaviours.

House Points

In Key Stage 2 the children are divided into four houses, Matthew, Mark, Luke and John. A record is kept of team merits and the scores announced during assemblies as well as displayed around the school. Children are given rewards for thoughtfulness, being helpful, good work etc.

Hot Chocolate Fridays

Children who consistently show good behaviour choices may be invited to attend Hot Chocolate Friday. Children are nominated half termly by their class teacher. This may be adapted to a Freeze Pop Friday in the summer months.

These children who consistently display exemplary behaviour are awarded Special Award Bookmarks within the celebration assembly. Their photographs and an explanation of their nomination is displayed in the school.

Children are encouraged to display their achievements in and out of school in assemblies and in class.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work and where necessary, their behaviour.

Restorative approaches

Wherever possible, this School will seek to repair relationships using restorative approaches. Restorative Approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional awareness.

Sanctions:

Our sanctions aim to encourage the children to make sensible choices and put things right when possible.

If a child breaks a class rule the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Sanctions Ladder

Minor breaches of discipline, are generally dealt with by the class teacher in a caring, supportive and fair manner, and with some flexibility regarding the age/individual needs of the child as far as sanctions are concerned. Each case is treated individually.

Generally children are made aware that they are responsible for their own actions and that breaking rules will have consequences.

1. A non-verbal warning – look, body language etc.
2. Verbal warning – reminder to the child of the rule they are breaking.
3. Warning – the child will receive a verbal warning which comes with a choice.
4. Time out or move in class – the child be moved in class or have some time in another classroom to reflect
5. Repair – the child will discuss the behaviour with the classteacher and consider how best to repair the problem. For example – complete work missed in own time, apologise to those affected, decide what they need to stop/start doing.

If a child is sent out of class repeatedly, the classteacher will speak with parents.

Formal detention are during the nominated lunchtime (KS2) with a member of the Senior Leadership Team. The reason for the detention is recorded in the behaviour book. If a child receives three detentions (KS2) he/she will be sent to the Headteacher to discuss their behaviour. Should such behaviour develop a regular pattern and subsequent detentions follow, his or her parents will be asked to come to school to discuss the situation with the Class Teacher and Headteacher.

Discipline Issues are generally dealt with by-

1. Class teacher
2. Allocated teacher
3. A member of the Senior Leadership Team
4. Head Teacher

Procedures for Dealing with Major Breaches of Discipline:

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher who will deal with it accordingly, particularly if the problem keeps recurring. The standard procedure for this sort of behaviour follows a set pattern. Failure to improve leads automatically to the next stage, each stage being recorded, in accordance with LA guidelines.

- A verbal warning by the Headteacher as to future conduct
- Withdrawal from the classroom for an allocated period of time
- A letter to parents informing them of the behaviour/incident
- A meeting with parents to discuss the behaviour/incident
- A warning given about the next stage unless there is an improvement in the child's behaviour
- A case conference involving parents and support agencies
- If the problem is severe or recurring then exclusion procedures may be implemented after consultation with the Chair of the Governing Body

- Permanent exclusion after consultation with the Governing Body and LA where deemed appropriate

- Parents have the right of appeal to the Governing Body against any decision to exclude

Please Note:

Class teachers will normally follow up any behaviour or discipline problems involving children in their care. Pupils who still do not conform to the rules of the school will be referred to a member of the Senior Leadership team and may be kept in during playtime. Children who are disruptive and fail to respond persistently will be sent to the Head Teacher and a daily/weekly diary may be introduced. Unacceptable behaviour will be reported to parents and problem situations will be resolved at the earliest opportunity. Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of suspension or permanent exclusion.

A very serious problem may result in the normal procedure being abandoned. The Headteacher and Parents will become involved immediately and the possibility of a child being taken home straight away.

The Management of Disruptive Behaviour

The Staff expect to take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances a teacher's usual control and professionalism will be enough to diffuse any problematical situation. However, where inappropriate behaviour is likely to escalate or prove damaging to people or property, staff must intervene to establish control.

Steps such as dialogue and diversion should always be taken to avoid the need for physical restraint but on occasion physical restraint may be the appropriate action to take. If this is the case then the following points should be noticed;

- Staff should have good grounds such as the risk of injury to persons or damage to property.
- Only minimum force should be applied.
- Restraint should be relaxed as soon as possible
- Where possible other staff should be present to assist or to act as a witness. To alert other staff of the situation a child will be sent immediately with a "help" card to the office.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than is necessary.

Please refer to LA Guidance for School Staff on the use of Physical Interventions Including Restraints to Manage Behaviour

Critical Incidents:

These incidents are ones that may give rise to disciplinary or legal action or become a matter of public interest. CPOMS should be used to record all details.

- Any incidents involving a child or anyone involved in the school which results in personal injury or damage to property.
- Any physical confrontation between pupils and staff
- Any incident which requires physical restraint
- Violence where a pupil causes injury
- Threatening behaviour
- Loss, theft or damage to property
- Incidents of smoking, drugs or solvent abuse
- Pupils absent from the site without permission

Bullying :

Any incidents are dealt in line with the school's Anti Bullying Policy. Allegations of bullying or any incidents regarded as bullying by the child, staff or parents are recorded on CPOMS and are carefully tracked.

Lunchtime Supervision:

At lunchtime, primarily the lunchtime midday supervisors carry out supervision. Teaching assistants are also responsible for particular children with specific educational needs but may support other children as appropriate. The senior supervisor can refer to the class teacher, member of the Senior Leadership Team, Deputy Headteacher or Headteacher if necessary. The Supervisor and staff are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems after proper investigation may result in the child being asked to complete a task. This usually takes the heat out

of the situation. The Supervisor and staff keep note of children who continually misbehave.

The Supervisor and lunchtime staff must be treated with the respect expected by all adults at Sacred Heart Primary School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher through discussion or by means of the Lunchtime Behaviour Diary. This results in loss of privileges and play times. Parents will be informed if there is no improvement and the child in extreme/critical incidents may be excluded from the premises at lunchtime, for a fixed period of time. This will be followed if necessary by permanent exclusion – exclusions must always be recorded.

Lunchtime Games/ Loan System

During the lunch period the children are able to borrow specific equipment such as balls, skipping ropes, juggling balls etc. The equipment will be centrally stored and primarily organised/monitored by the lunchtime supervisors. The equipment is distributed and returned by the children in order to develop a sense of responsibility but ultimately the lunchtime supervisors are responsible for the care and use of the equipment.

The Role of School Staff

Staff at the school have the powers to discipline children including:

- The use of restorative approaches towards conflict resolution,
- The use of school sanctions,
- The authority to confiscate banned items,
- The power to discipline children outside the school.

All the above duties will be carried out by members of the school staff as designated by the Head. It is the responsibility of the staff to model good behaviour and implement the policy consistently and fairly. The school ensures new staff are aware of the policy and procedures through the staff handbook.

The Role of Children

The school encourages the children to behave well and show self discipline and respect, both in school and the wider community. Children with extra responsibilities such as Year 6 Prefects, ABC Members, Playleaders etc are expected to model good behaviour. The school encourages the children to take responsibility to develop a positive behaviour culture within the school. This is reinforced in assemblies and PHSE time.

The school encourages the children to be active in preventing bullying throughout the year with activities that raise awareness and encourage respect for all.

The school encourages children to complete work set. Uncompleted work may be finished in the classroom at breaktime/lunchtime.

The Role of Parents/Carers

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By signing the Home/School agreement.

Planning, Monitoring and Evaluation

It is the responsibility of our Governing Body to agree and then monitor the school Behaviour and Discipline Policy. The committee of the governing body for curriculum issues does this together with the Headteacher and RE Co-ordinator. The Headteacher will report to the Governors in the termly report on issues relating to this policy as appropriate.

This policy is due for review in Summer 2021