



Jesus at the Heart  
of all that we do

**Sacred Heart Primary School**

**POSITIVE BEHAVIOUR POLICY**

## **Aims**

- To follow the Gospel Values in all we do
- To encourage a calm, purposeful and happy atmosphere where high expectations for every child are the norm across the school
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To establish clear boundaries of acceptable behaviour and to ensure safety
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To create a culture across the whole school community of kindness, love and respect for one another

## **Children's Responsibilities**

- To meet the high expectations expected of them at all times
- To work to the best of their abilities and allow others to do the same
- To treat others with respect and kindness
- To co-operate with others
- To follow the instructions of all adults in school
- To take care of property and the environment in and out of school

## **Staff Responsibilities**

- To work hard to establish strong, trusting and caring relationships with every child and parent
- To treat all children fairly and with respect
- To have high expectations for every child
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To recognise and value that each child is an individual
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy

## **Parent/Carer Responsibilities**

- To support children to develop awareness of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with staff at school
- To support the school in the implementation of this policy
- To be aware of the school expectations for behaviour

## **Encouraging Good Behaviour for Learning**

Ensuring positive behaviour within the classroom is the responsibility of all teachers and any additional members of staff within the classroom. A calm, respectful atmosphere in a classroom is the foundation of effective learning. Teachers and support staff should model positive behaviour at all times by the way they speak and behave to each other and the children. All staff must have high expectations for all children.

At the beginning of each year, each class will agree and display a set of class rules that the children believe will help them learn most effectively. This will then allow the children within each class to take ownership and responsibility for their own working environment.

Teachers will get to know the children in their class as individuals and keep an organised classroom, delivering well planned and resourced lessons.

Our no hands up approach ensures that all children are expected to be engaged with the learning and to take an active part in the lesson. When using lolly sticks to engage children in discussion and questioning teachers will always know how to approach the different children in their class so that the exchanges are positive and successful for all.

Within class, the following routine for gaining the attention of all children will be applied:

- Showing a hand – Stop
- 1. Stand up
- 2. Walk to where you have been instructed to go
- 3. Sit down

A consistent approach is essential to reinforcing boundaries of acceptable behaviour.

## **Good to Be Green Behaviour System**

There is a card hanger, visible to all, in every classroom, with a card for each child.

At the beginning of each teaching session each child starts with a green card. Where a verbal or non-verbal reminder has been given but unwanted behaviour has not changed or a pattern of disruption/inappropriate behaviour emerges a yellow card is given. Children can always move back to the green card by stopping their inappropriate behaviour and it is our aim that they will all return to green cards. In the unlikely event that this behaviour persists or escalates a red card will be given, where a consequence will be required and a call will be made home to parents.

At lunch times, Lunchtime Supervisors will give reminders for low level behaviour verbally, should there be a more serious incident that warrants a red card this will be communicated to the child who will be removed from the playground/hall and Team Leaders/or SLT called to manage the situation. Lunchtime Supervisors will also use positive behaviour strategies such as praise, stickers and Family Tokens.

## **Rewards**

To reward children for positive behaviour we have the following in place:

- Positive praise and stickers
- Certificates to be sent home to parents/carers

- Star of the Week where two children from each class are presented with a certificate to celebrate good work or behaviour in the weekly Family Assembly
- Children who produce a piece of exceptional work will be rewarded by visiting a member of the senior leadership team
- Golden Time (See Appendix B): where activities are planned to enhance the curriculum through practical experiences
- Family tokens will be rewarded for the following behaviours:
  - Positive conduct: good behaviour, good manners, caring for ourselves, others and the school, helping, respecting etc.
  - Positive Learning: good presentation, effort, focusing, collaboration, independence etc.
  - Positive extras: role model, reading every day, exceptional homework etc.

Once a token has been earned, it cannot be taken back.

Family tokens will be collected within the class for each Family and taken to Family Assembly every Friday.

The Family with the most tokens each half term will be rewarded with a prize day activity such as; a dance experience, musical experience, extra P.E. activities, computing session etc.

## **Consequences**

In most cases, the approach outlined above, will result in positive behaviour. Staff should encourage the children to try and resolve disputes themselves where possible and to take responsibility for their own actions.

At Sacred Heart Primary School, we have a system of consequences designed to teach children that there is a consequence for inappropriate behaviour. If a child displays unwanted behaviours, staff should ask them to stop the behaviour and should discuss the incident with all those involved. Staff must ensure that children have a clear understanding of why there is need for a consequence and what it is they have to do, to correct the behaviour. Children should always know it is their behaviour that is not liked/wanted and not them. Consequences should be appropriate to the behaviour and should be set within the context of the school community. In the following tables, we have listed examples of inappropriate behaviours and a range of consequences, which could be used.

## **Teacher/Support Staff**

Behaviour	Possible Consequences (in no order)
<ul style="list-style-type: none"> <li>- Fidgeting/fiddling</li> <li>- Telling lies</li> <li>- Dropping litter</li> <li>- Calling out</li> <li>- Talking out of turn</li> <li>- Failing to keep on task</li> <li>- Leaving desks</li> <li>- Unkind remarks</li> <li>- Bad language (one off)</li> <li>- Time wasting</li> <li>- Running in the corridor</li> <li>- Pushing in the line</li> <li>- Borrowing without permission</li> <li>- Leaving work area untidy</li> <li>- Derogatory or racist language</li> </ul>	<ul style="list-style-type: none"> <li>- Time out of play (5mins)</li> <li>- Verbal reminder</li> <li>- Withdrawing attention</li> <li>- Repeat activity properly</li> <li>- Sit alone</li> <li>- Give the child choices</li> <li>- Reward others</li> <li>- Warning</li> <li>- Related sanction e.g. completing work, cleaning up mess</li> <li>- Time out of class with a TA to reflect and write. (max 10 minutes)</li> <li>- Informal parents meeting</li> <li>- Loss of Golden Time</li> </ul>

If behaviours are persistent or there are concerns regarding the child then Team Leaders should be informed and involved.

### **Team Leaders**

<b>Behaviour</b>	<b>Possible Consequences (in no order)</b>
<ul style="list-style-type: none"> <li>- Consistently shouting out</li> <li>- Poor effort with work</li> <li>- Distracting others (consistent)</li> <li>- Bad Language (continual)</li> <li>- Stealing</li> <li>- Threatening/aggressive behaviour</li> <li>- Refusal to co-operate (continuously)</li> <li>- Vandalism – graffiti etc.</li> <li>- Ignoring grown-ups instructions</li> <li>- Repeated derogatory or racist language</li> </ul>	<ul style="list-style-type: none"> <li>- Contact with parents (if persistent)</li> <li>- Time to reflect</li> <li>- SMART targets to be set within a team meeting</li> <li>- Involve SENDCO, where necessary</li> <li>- Meeting with Family Heads (Yr6)</li> <li>- Time out in another space</li> </ul>

**Repeated incidents or any incident of physical/sexual violence or harassment must always be referred to SLT.**

### **SLT**

<b>Behaviour</b>	<b>Possible Consequences (in no order)</b>
<ul style="list-style-type: none"> <li>- Physical assault on staff or other child</li> <li>- Vandalism e.g. extreme damage to school property</li> <li>- Serious physical/verbal threats made to staff or children</li> <li>- Violent outbursts, verbal/physical</li> <li>- Leaving school without permission</li> <li>- School refusal</li> <li>- Inappropriate use of technology</li> <li>- Bullying (inc. cyber bullying)</li> <li>- Sexual harassment</li> <li>- Continual derogatory or racist language</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly behaviour report (Appendix C)</li> <li>- Involve outside agency</li> <li>- Formal meeting with parents</li> <li>- Home for lunch</li> <li>- Modified timetable</li> <li>- Internal or Fixed Term Exclusion</li> <li>- Exclusion from playground</li> <li>- Being brought to and collected from school by parents/carers</li> </ul>

Persistent inappropriate behaviour could result in the Headteacher setting an internal exclusion period, fixed term exclusion or in the most serious of cases permanent exclusion.

### **Restorative Behaviour**

We believe that children should always be given the opportunity to repair and restore relationships. We do not believe in the concept of punishment, because it focusses the child's mind on the punishment, rather than what they did. At Sacred Heart Primary School, we ensure that all children are offered the opportunity to reflect and correct any inappropriate behaviours. This includes, the opportunity to repair relationships by apologising etc.

### **Physical Intervention Team-Teach**

At Sacred Heart Primary School, some members of staff are trained in Team Teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely, if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect and find a different way with difficult situations in the future. Records are kept and parents or carers are informed.

In cases where it becomes necessary to restrain a child on more than one occasion a Positive Handling Plan will be put in place by SLT, parental support will be requested - see Appendix D.

A list of staff trained in Team Teach is displayed in the staff room, school office, SLT offices – see Appendix E.

## **Recording**

Each teacher/member of staff will record behaviour incidents on behaviour logs for initial incidents (x3) unless behaviour linked to SLT member. All serious behaviour incidents to be recorded on CPOMS.

- Any meeting, formal or informal, must be recorded on CPOMS.
- All Red Cards must be added to CPOMS.

Analysis of behaviour across the school will be carried out by SLT and shared with Governors in order to identify and support children and staff.

## **Legal framework**

This policy has been written in line with the relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

### **This policy operates in conjunction with the following school policies:**

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

## Appendix A



### Behaviour Policy Quick Reminders

#### Gaining Children's Attention

- We are a no shouting school
- Team Stop should be used to gain children's attention
- The expectation is always that ALL children will stop and listen

#### Engaging Children in Learning

- We are a no hands up school
- Lolly sticks are used to engage children in the lesson during discussion and questioning
- Lessons are well planned and provision for those children with SEND and our higher achievers is well considered
- Resources are selected that enable children to fully engage and work as independently as possible

#### Green, Yellow and Red Cards

- Everyone starts on green at the beginning of each session and this is where we want them to end
- For low level behaviour/disruption such as calling out, disrupting work by talking etc. a reminder should be given, if it persists then a yellow card is given
- It is our aim that children get themselves back on to their green card so give them every opportunity to do this
- For continued low level behaviour/disruption after the yellow card a red card should be given - make sure the child knows why
- For bigger incidents such as swearing, throwing things, hurting others, damaging property etc. a red card may be given instantly (this will depend on the situation)
- When the decision to give a red card has been made the consequences can be any of those listed in the tables above appropriate to the behaviour or as discussed with the SLT
- A red card ALWAYS means CPOMS will be updated by the person dealing with the behaviour
- A red card ALWAYS means contact with parents on the day given

#### Exceptions

- The card system will not work for every child and in those individual cases a separate reward/consequence system MUST be implemented
- If advice or ideas are needed the Behaviour Lead and/or SENDCO must be consulted

#### Internal Exclusion

- Only SLT can authorise a child to be excluded from class or the playground
- The child can only go to an internal exclusion when they are calm
- The child should be taken by an adult

### Golden Time

Golden Time is a celebration of children's success. Children earn their Golden Time by working hard and keeping the school rules, it is a special time for everyone to look forward to. Children who have shown positive conduct all week are rewarded with the full 25 minutes of Golden Time. Children who have repeatedly shown inappropriate behaviours could lose Golden Time in 1 min intervals although there should be a great emphasis on giving the pupil the opportunity to earn this time back by correcting their behaviour.

Golden Time takes place on a Friday of every week. Every week children choose from a list of staff run activities. These activities will change each half term. At the beginning of each week, children choose their Golden Time activity by signing up for a session within their year group.

### Ideas for sessions

- Computers and laptops
- Messy play
- Craft/Modelling
- Art/Drawing
- Sports activities
- Using playground equipment
- Parachute games
- Scavenger hunt
- Board games

Children from both classes within the year group attend these sessions and enjoy having the opportunity to work with different children. Many children enjoy sharing their skills to support within the sessions. Staff enjoy working with children in a more informal setting and children have the chance to develop positive relationships with many staff members.



## APPENDIX C



### Report Card

- Report cards can only be given by a member of SLT
- Report cards are personalised for each child
- Parents must be informed and support the school
- Report cards should only normally run for a week, as it is expected that the behaviour will change and this measure will not be needed for any longer
- If no change is seen then a meeting will be called with parents and next steps discussed

## Sacred Heart Primary School Positive Handling Plan

Name:

Class:

Teacher:

**Behaviours/Situations likely to result in physical intervention** (What does the behaviour look like? When is it likely to occur? Where does it occur?):

**Strategies to be used before physical intervention where possible:**

Give time

Distraction

Give choices

Other:

Give space

Reassure/Remind

Other staff  
intervene

Talk calmly

Give a count

Repeat request

**Preferred Handling Strategies to be used:**

Caring C's

☐

Wrap

☐

Standing

☐

Chair

☐

Walking

☐

Shield

☐

Single Elbow

☐

Other

☐

**Debrief process required after physical intervention** (space, talk through etc.):

**Signatures:**

Child (where appropriate): .....

Parent/Guardian: .....

Teacher:.....

**Review:**



# TEAM TEACH TRAINING RECORD

Name	Role	Course date	1 day	2 day	Renewal Due