



# Sacred Heart Catholic Primary School



## “Beehaviour” Policy

Reviewed: September 2025

Approved by Governing Body: to be approved

Next review date: September 2026

### Mission Statement:

*“In Sacred Heart Catholic Primary School, we strive to ensure a happy and secure community with Christ at our centre working and worshipping together. Our mission is to send out confident and caring children ready to achieve their full potential.”*

### Beehaviour Promises:

At Sacred Heart, we expect all of our school family to keep to our “Beehaviour promises”:



**Bee Responsible**



**Bee Respectful**



**Bee Kind**



### Beehaviour Policy Aims:

This policy aims to guide our school family to Jesus’ New Commandment, “Love one another, as I have loved you,” (John 13:34) and to follow of “Beehaviour Promises”. This policy will outline the school’s behaviour expectations and procedures.

### Roles and Responsibilities:

Staff members:



Follow the “Beehaviour Policy” consistently and fairly



Model behaviour expectations at all times by following the “Beehaviour Promises”



Display and refer to the “Beehaviour Promises”



Work in partnership with parents/carers and the school’s SLT and SENco to help support all children’s behaviour

-  Create a calm working atmosphere in the classroom, with well-established routines
-  Report behaviour incidents on school's internal reporting tool (Cpoms) accurately and factually
-  Leaders will monitor behaviour incidents and data trends
-  Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
-  Teachers must consider whether a child is on the SEN register for SEMH when dealing with behaviour incidents and modify their response accordingly.
-  When dealing with incidents of challenging behaviour: stay positive and calm; deal with it away from other children and use restorative approaches if possible

#### Parents/Carers:

-  Encourage children to follow the "Beehaviour Promises" at home and at school
-  Inform class teacher of any changes happening at home or any concerns relating to their child's behaviour
-  Follow the school's Code of Conduct for parents, carers and visitors

#### Children:

-  Bee Responsible
-  Bee Respectful
-  Bee Kind

#### **Beehaviour Curriculum:**

Our curriculum is organised to teach and promote good behaviour. Through PSHE, RE and RSE, children learn (in an age appropriate manner) what are considered "good" behaviours and "bad/inappropriate" behaviours. All lessons have clear objectives and are adapted to meet the needs of all children.

#### **Support for Children:**

We aim to support our pupils by:

-  Regularly refreshing all children on our school routines and "Bee Promises"
-  Talking to our children about how they might be feeling and how to deal with their feelings
-  We will use a range of resources to support children to understand and manage their feelings
-  We will provide additional support and signposting of other agencies when it is needed

Children with behaviour barriers may not necessarily be on the SEN register but will receive support where necessary



#### **Rewards:**

-  Rewards are used to reinforce good behaviour, helping children see that good behaviour is valued. Children will be praised for following the "Beehaviour Promises" and for showing good behaviour.

-  All classes use “Class Dojo” as a reward system. Parents/Carers are invited to download the Class Dojo app which enables them to see when their child has received a point. Class Dojo can also be used by staff to message parents/carers about behaviour.
-  Class “Recognition Boards” are used in every to celebrate children who are demonstrating the “Beehaviour Promises”.
-  Our school council members select a child from each class to receive a weekly certificate for children that have shown good behaviour in school.
-  Each class will have a weekly “Superstar” and receive a certificate in our weekly celebration assembly; parents/carers are invited to celebrate with us.

### **Sanctions (including breaktimes):**

-  Non-verbal and verbal reminders for minor behaviour incidents (fiddling, talking when not supposed to etc).
-  Verbal warning if minor behaviour incidents continue/if one of the three “Beehaviour Promises” have been broken. Make child aware of further sanctions if poor behaviour continues (missing part of break).
-  If poor behaviour continues, a sanction will be given (missing part or all of breaktime).
-  If poor behaviour continues after a sanction is given, child will be sent to another class for the remainder of the lesson, with work to complete. Sanctions to be recorded on Cpoms and parent/guardian to be told on Class Dojo, at pick up or via phone call.
-  Restorative conversation to be held when appropriate with the child.
-  For more serious behaviour incidents, such bullying, discrimination, aggression, and derogatory language (including name calling), a child will be given a sanction immediately. The victim will receive support.
-  Behaviour incidents are monitored by the Headteacher (behaviour lead and DSL), Deputy Headteacher and SENco. If poor behaviour is persistent, an Teaching and Learning Plan (TLP) may be used.
-  TLP’s will be written by the SENco alongside the class teacher. The TLP will be shared with the parent/carers.
-  Further sanctions for extreme cases, may be used for extreme behaviours (such as physical violence) or continuously misbehaving. These further sanctions are to be sanctioned by a member of the Senior Leadership Team:
  -  Internal Exclusion - a child being in another classroom for a half day/full day.
  -  Fixed Term Suspension – a child being sent home for a fixed period of time. Work will be provided by the class teacher whilst the child is suspended. After a suspension, the child and parent/carers to meet with the Headteacher or Deputy Headteacher before the child re-enters their classroom.
  -  Permanent Exclusion – As a “last resort”, a child could be permanently excluded in line with the DFE’s “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England”.

### **Mobile Phones:**



Children are allowed to bring mobile phones into school if they are walking home without their parent or carer. A mobile phone form is to be filled out by the parent/carers. The mobile phone is put in the office before they go to class. Teachers are not responsible for any loss/damage of mobile phones at any time. Please see the school's Online Safety Policy for further information on safe use of Mobile Technology.

### **Confiscation of inappropriate items:**



School staff may confiscate a pupil's property if there is good reason to do so, for example, if the item is inappropriate or if it is distracting the pupil and/or others from the task set by the member of staff. The member of staff will decide when to return the property to the pupil, generally at the end of the day, and when necessary, directly to the adult who collects the child.

### **Behaviour outside of school:**



Teachers have a statutory duty to report pupils for misbehaving outside of school premises. In the event of a child's non-criminal bad behaviour and/or bullying, including online bullying, which occurs anywhere off the school premises and is witnessed by a staff member, or reported to the school, the school's behaviour policy will be used. These incidents will be reported on Cpoms and to the parent/carers.

### **Use of "reasonable force":**



Please refer to the school's care and restraint policy with regards to the use of "reasonable force", should the safety and welfare of the child or those around them be compromised.

***Bee Responsible  
Bee Respectful  
Bee Kind***

