



Sacred Heart School

Behaviour Policy

At Sacred Heart School we all aspire to provide a happy, safe and secure environment in which every child is encouraged to achieve their full potential.

This policy is applicable to all pupils, including those in EYFS.

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Introduction

Good behaviour in schools is central to a good education. Sacred Heart School aspires to provide an environment in which every child can achieve their potential. Good behaviour enables the school to provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Teaching children how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. All staff at Sacred Heart are aware of their safeguarding responsibilities, as set out in the statutory guidance Part 1 of 'Keeping Children Safe in Education' (KCSIE), to ensure behaviour and safeguarding are part of a whole-school approach.

Values

Our behaviour policy is underpinned by our values and aims as expressed in our Mission Statement. We expect all members of the school community to show Christian love, care, respect and consideration towards each other and their environment. Reconciliation is at the heart of what we do. Children will be encouraged to tell the truth and recognise when they are at fault. If behaviour does not fit with the values and aims of our Mission Statement, children should understand who has suffered as a result and seek to make reparation and be reconciled.

Aims and Objectives

Leading by example, we teach children to respect themselves and each other as part of God's wonderful creation.

The aims of our behaviour policy are:

- To provide an ordered and purposeful environment which facilitates and inspires learning for all
- To lead all members of the school community to show Christian love, care, respect and consideration towards each other and their environment
- To teach children to abide by the school's rules, to be respectful and polite and ultimately take responsibility for their own conduct
- To help children understand that aggressive, oppositional, bullying, discrimination and vindictive behaviours are never acceptable

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

Implementation

We engage in partnership with parents for the good of every member of the community:

- We interpret and promote Gospel values, encouraging every member of the school community to follow the example of Jesus
- We work in partnership with parents to support the children in achieving high standards of behaviour
- Class rules are negotiated at the beginning of every school year and displayed in each class. The list must be short and positively phrased.
- Pupil behaviour is a regular point on the agenda at staff meetings

- Adults will be fair, consistent and thoughtful in their dealings with children
- Adults' expectations will be positive, realistic and age/ability-appropriate; this includes making reasonable adjustments for children with special needs
- We will seek the support of outside agencies if appropriate
- At points of transition, we work with receiving teachers and schools to ensure an informed and smooth transfer for pupils and staff
- Pupils will not be humiliated, shouted at or subjected to sarcasm
- All complaints brought to the attention of the school about bad behaviour and bullying will be investigated and a resolution will be sought promptly and fairly
- Children involved in cases of aggressive, oppositional, bullying, discrimination and vindictive behaviour must understand that it is their choice of behaviour, not the child itself, that is unacceptable
- Reconciliation is at the heart of what we do. Children will be encouraged to tell the truth and recognise when they are at fault. They should understand who has suffered as a result and seek to make reparation and be reconciled
- Child on child abuse is not tolerated and is dealt with in accordance with our behaviour and safeguarding policies
- The same standards of behaviour are expected online as apply offline
- Conduct outside the school premises could lead to a sanction. This may include misbehaviour when: online; taking part in any school-organised or school-related activity; travelling to and from school; when wearing school uniform; posing a risk to another pupil at the school or behaviour that can adversely affect the reputation of the school

SEND

Overriding this policy is the understanding that we will make reasonable adjustments for pupils with special educational needs. Support will be provided by the SENCO in collaboration with the class teacher to pupils with additional needs where those needs might affect behaviour. If we have reason to believe that a particular child does not have this ability to self-regulate, all staff must make the same reasonable adjustment to ensure an approach that is fair and consistent. The graduated approach will be used to assess, deliver and then review the impact of the support being provided on a termly basis. In addition, training will be given to staff in understanding conditions that may impact on the behaviour of a child with SEND to ensure they can be fully supported.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Rewards

We acknowledge the unique gifts of each child and instil a strong sense of self-worth by celebrating personal achievements and strengths.

This is achieved through:

- Positive reinforcement – verbal, gesture, visual
- Praising children's good behaviour in front of their peers (Praise publicly, reprimand privately)
- Notes/emails home; Wow! Awards (Foundation Stage)
- Celebrating successes and achievements in assembly
- Encouraging children to praise their peers
- Motivational points system culminating in reward (eg sticker charts, marble jars, class treats)

- Golden Time (age appropriate)
- Headteacher Awards linked to our mission statement
- Prizegiving: Kindness Cup, Spirit of Sacred Heart Award

Strategies for Promoting Desired Behaviours

- We have high expectations and share these with the children
- We lead by example
- Our expectations are consistent and clear: class rules are displayed and every child knows and is reminded of those rules
- We notice and reward good behaviour: immediate verbal accolade or look; gesture; awards assembly; stickers and rewards; Head Teacher sticker
- Visual reminder: use of the chart which shows child where they are on the Behaviour Ladder at any given time
- Age-appropriate time limits, swift sanctions and 'clean slate' opportunities
- Consistent use of Circle Time and Golden Rules strategies: the language of choices and consequences – responsibility is given back to the child - to be used in conjunction with the Behaviour Ladder system
- Careful management of the environment, transition and unstructured times eg carpet time: consider set places, sensory needs; lining up: consider requirement for set places; tidy-up time: must be structured, adult led, use timers, warnings, limit by piece of background music; Golden Time: certain rules about conduct and noise levels still apply
- Whole class attention: for whole class response: visual and verbal –'Hands on top; that means stop'; '1, 2, 3 eyes on me'; '1, 2 eyes on you'; use of bell or tambourine: children have to wiggle fingers in the air
- Whole school assemblies teach that we are called to be our best selves and that good behaviour is an act of love

Strategies for Reducing or Eliminating Unacceptable Behaviour

Stage 1 – using language effectively

- Use the language of choice: eg 'you can sit here or on this chair', give option of 2 desired choices
- Use the language of compliance – thank you instead of please: e.g. 'thank you for sitting down; work in silence, thank you'; 'when' not 'if'
- Use 'first and next': first you will complete the task then it will be playtime
- Describe desired behaviours eg 'walk in the corridor', instead of 'don't run'
- Reduce the amount of language and think about body language
- Keep tone even and calm; repeat instruction if necessary maintaining same tone and words. Be clear and concise
- Keep instructions simple
- Give instructions in the order of actions required
- Visual signal or "look"
- Moving closer to the child, unobtrusive touch or gesture
- Use of child's name (to bring back focus)
- Noticing good behaviour, positive reinforcement
- Verbal warning, reminding pupil of 'choices'
- Use role play and drama workshops to develop social skills
- Children are aware that, throughout the school, we have zero tolerance of child on child abuse

Stage 2

- Use of visual reminders (eg moving child's name down the Behaviour Ladder – see appendices)
- Moving child to another place in the class
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- Loss of (part of) playtime (see Behaviour Ladder) this should be immediate ie the playtime immediately following the misdemeanour. Subsequently the child has a clean slate
- Children are aware that we have zero tolerance for unacceptable behaviour during liturgies and assemblies, which will result in a 5 minute loss of playtime for KS1 and a 10 minutes loss of playtime in KS2
- Sending a child to another class or to a member of the Senior Leadership Team
- Unacceptable behaviour at play times – child will be removed from their peer group and asked to sit on the bench outside the MUGA for 5 minutes (KS1) or 10 minutes (KS2). The class teacher will then be informed

Stage 3 - If unacceptable behaviour is a regular occurrence or something major has happened:

- Inform Head Teacher – is this a sign of underlying challenges?
- Refer back to previous class teacher
- Incident is logged on a the Pupil Daybook on Engage and the Head Teacher would talk to the child if deemed appropriate
- Discussion with parents
- Provide mentoring and coaching
- A child may be put on a short-term behaviour report cards or longer-term behaviour plans following a discussion between the class teacher/ Headteacher and parents
- If there is no resolution, staff and parents must work together to resolve the situation, seeking advice and support of outside agencies if appropriate
- Short, fixed term exclusion will be imposed if a pupil deliberately acts in a way to cause deliberate harm or damage to persons or property. This step will be discussed with the Chair of Governors in the first instance
- Use of bad language (swearing) is not tolerated and may result in a short fixed term exclusion for the rest of the day at the Head Teacher's discretion
- Where all avenues have been exhausted and the child is unable or unwilling to conform we may not be able to continue to support and permanent exclusion will be considered.(See Exclusion Policy)

Confiscation and Searching a pupil

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

- We will confiscate any item that is harmful or detrimental to school discipline and/or items prohibited by law. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

- If staff believe an item has been brought into school that could cause harm or is prohibited by law (e.g. a sharp item, a potential fire hazard), staff may conduct a search of the child's personal items
- Searches will be carried out by 2 members of staff or by the headteacher themselves.
- Two members of staff will be present, unless the member of staff present believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- When a member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.
- If the member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher and SLT. During this time the pupil will be supervised and kept away from other pupils.
- Parents will be notified if a search has had to be made.

Following a sanction

To ensure pupils understand why their behaviour was unacceptable, and how to improve it to avoid repeated incidents, the following may be used:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if behaviour fails to improve
- A discussion with parents
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising them in school
- Inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or deputies
- Considering whether the support in place is appropriate

N.B: Golden Time is now safeguarded for all children, but the frequency and duration of this time is directed by the class teacher. Sanctions no longer include the loss of Golden Time.

Supporting our system of rewards and sanctions is the use of a visual system (see appendices). If a child persists with unacceptable behaviour his/her name will be moved from neutral position. Subsequent good behaviour will result in name being moved up the ladder. These systems may be used by all teachers (PE/Music/French) and Teaching Assistants in collaboration with the class teacher. Visual systems used may vary from class to class, but the premise remains the same.

The language of choices continues to be very important. The children learn that wrong choices have consequences which may be unpleasant but they have the opportunity to control this.

The Role Staff, Leaders and Governors

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should model expected behaviour, forming positive relationships within the school community underpinned by our values and aims as expressed in our Mission Statement. We expect all members of the school community to show Christian love, care, respect and consideration towards each other and their environment. Staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children (please see Child Protection and Safeguarding Policy). Staff will receive guidance on the use of physical intervention (for example, to separate 2 children who are fighting and cannot be stopped by a verbal command; to avert an immediate danger of personal injury to the child or another person or an immediate danger to the property of the child or another person). Details of any such interventions will be recorded on Engage and communicated to the parents on the same day or as soon as is reasonably practicable.

School leadership team should be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Responsibility for behaviour management in the whole school rests with the Head Teacher and, for the EYFS specifically, with the Foundation Stage Manager. The SENCO can also offer support and guidance to pupils.

The school Governors do not permit any member of staff, including unpaid volunteers, in the main school and EYFS to use or threaten corporal punishment under any circumstances, during any activity, whether or not within the school premises.

Induction and Training

The behaviour policy will be shared with any new member of staff as part of their induction and further support will be provided during their probation period, if needed. It is important that all new staff are

inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

For existing staff, the behaviour policy will be shared when it is reviewed and updated and will form part of regular discussions during staff meetings and senior leadership meetings. Training and support will be put in place when it is needed to support the needs of the children at the school.

When necessary, extra support will be provided for any child who joins the school midway through an academic year: class rules and expected behaviour will be explained to them to ensure they understand the school's systems, rules and routines.

Monitoring and Review

Our Governing Body's Curriculum and Ethos sub-committee is responsible for monitoring the way the school behaviour policy is implemented. The Head teacher will report on any serious behaviour incidents to Governors during their termly meetings.

Questionnaires will be used to gather information about staff, parent and pupil's experience of behaviour and provide feedback on the school's behaviour culture.

Where parents have a concern about the management of behaviour, they should raise this directly with the school. To reinforce the whole-school approach, schools should build positive relationships with parents by keeping them updated about their children's behaviour and encouraging parents to celebrate pupils' successes.

Data on behaviour incidents will be logged on Engage and analysed regularly with safeguarding reviews alongside attendance and medical logs.

VISUAL SYSTEMS TO SUPPORT REWARDS AND SANCTIONS

REWARD

Every child starts on the sun!

A child who makes a mistake must have the chance to redeem themselves and make it better.

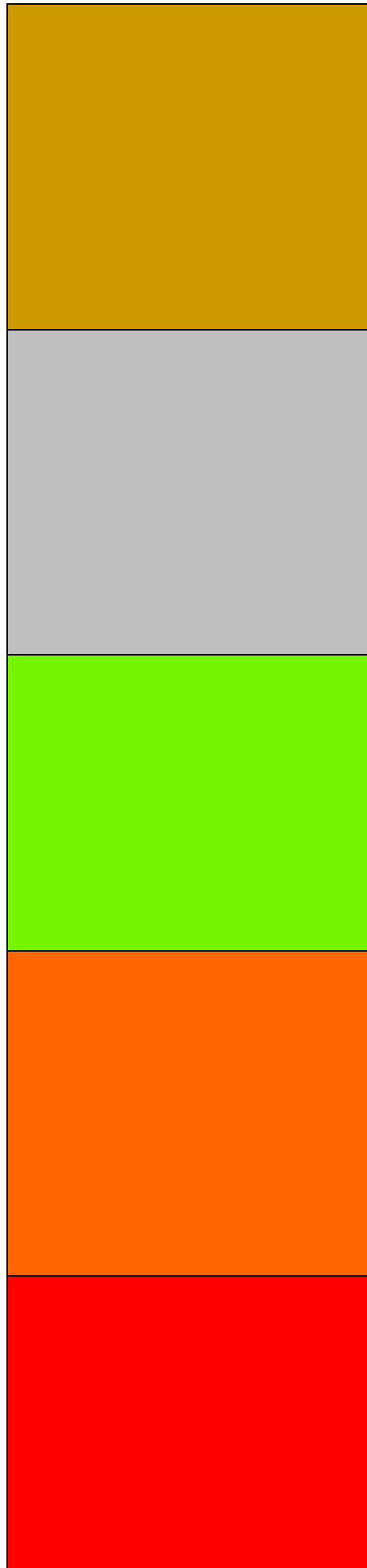
Everyone has a fresh start after every break – back on the sun!



SANCTION

REWARD

Everyone starts on
the green square



SANCTION

