



Sacred Heart Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



BEHAVIOUR POLICY

Policy Date:	17/11/20		Kate Hayles Head Teacher	
Policy Review Date:	17/11/22		Edward Hayes Chair of Governors	



Sacred Heart Catholic Voluntary Academy Behaviour Policy

Rationale

- Behaving appropriately is a key skill that is crucial for people to live happy and fulfilled lives.
- The mission of the school is based on the teaching of Jesus Christ. Our commitment is to fully develop the individual, using the values of respect for others, honesty, truth, tolerance and compassion, - values which have been taught to us by Jesus of Nazareth.
- There has to be good behaviour and discipline in a school to allow effective teaching and learning. If children are allowed to misbehave, they have an adverse effect not merely on their own education, but also on the education of others.
- We aim to teach a clear and acceptable view of what is right and wrong.
- Children learn, not just by what we say, but also by what we do. The way we treat each other and the children, is of crucial importance.
- The same message about behaviour should be given at home as well as at school.

We aim to inspire children to be truthful, honest and trustworthy and to show respect for other people and the environment. In all their relationships we encourage a loving, caring attitude which develops an appreciation of the needs of others and a growing perception of what those needs are. This is symbolised by showing a sense of fairness, tolerance and forgiveness. We expect hard work and perseverance and encourage children to develop self-discipline and to become organised and resourceful. We want children to use initiative and become confident in expressing their opinions and ideas.

2. Encouraging Love and respect for others.

- There has to be a certain ethos or feeling within a school which allows true respect and acceptance to grow and develop. This acceptance, trust and celebration of one another has to be present in all staff, (teaching and non-teaching), governors, parents and our communities. All members of the school community need to reflect on what they have done and how they have dealt with certain situations, and ask themselves if they were in keeping with the school's

mission. How will my handling of a given situation help the children to develop and improve their behaviour, relationships with each other and reflect the ethos of the school?

- At Sacred Heart Primary School we reflect the society in which we live. The staff and children are influenced by the pressures and persuasions of the world and community in which we all live, the same way as any other school in the Leicester area. Our children are from a wide range of backgrounds in a variety of spiritual, moral and ethnic settings. To some we are a crucial support in helping to bring their children up as Catholics. To others we represent ideals and values that some parents had in their childhood, and for some the spiritual and moral considerations take second place to other priorities. We have to remember and respect that every child has a different starting point and we have to take this into account when trying to ensure that both child and parents understand our values, and what kind of behaviour we expect.

Central to our faith is the belief in the uniqueness of persons created in the image and likeness of God. If we believe this, it should have a profound effect on the life of the school and the respect and concern we show one another. We must make sure that we promote these values in our assemblies, R.E. lessons and in all other areas of the school, particularly when real opportunities present themselves to us e.g. playground arguments.

- If we are really going to change children's behaviour, we have to create a genuine trust between the child, the parents and ourselves. This can be difficult, but we must persist in developing these relationships.

The school community must value and celebrate the examples of care shown between pupils. This is done by:

- Informal recognition of everyday acts of consideration. Encouraging pupils to look after one another, particularly older pupils caring for younger pupils. (Spending time in the classroom talking about and discussing, behaviour.
- Using Incidents as teaching points.
- Involving phase leaders, senior leaders and parents in praising good behaviour, - using the good work assemblies to reward and highlight good behaviour.
- Using the Catholic Ethos Champion award to discuss and model desirable behaviour

3. The Roles of the Governing Body.

- The governing body of Sacred heart Primary School has a duty to ensure that the pupils receive their education in a learning environment which is orderly, disciplined, safe and happy. In order to achieve this aim, they delegate to the Headteacher the practical responsibility for organising behaviour and discipline.

- Due to every day practise being delegated, the *Governors'* principle role is one of receiving reports, monitoring provision and advising the Headteacher as they think fit.
- The *Governors* are not, therefore, involved in operating most of the aspects of this policy. They become involved only in cases of serious disciplinary problems.

4. The Role of the Headteacher.

The Headteacher has an important role in the defining and maintaining of good discipline and behaviour in the school. Every member of staff has to share the mission and accept the responsibility for the discipline and behaviour development of the children in school. However, the Headteacher has specific responsibilities to carry out, as part of this team process.

Supporting Staff.

Senior leaders will provide support and advice on maintaining good order in the school. They will be actively involved in maintaining good order in the classrooms and in the school. They are always willing to support staff by discussing with individual children any problems they may be experiencing. If there is a serious breach of discipline in a classroom the Headteacher or other senior staff, if available can be called to assist.

As the manager of the *Governors'* policy.

The Headteacher will manage the implementation of the *Governors'* policy and report back to the *Governing* body on disciplinary issues as part of appropriate reports.

5. The Role of the Staff.

It is the responsibility of all adults working at Sacred Heart to take a lead and encourage good behaviour in the school. It is important that all members of staff who are working directly with the children to set the standard and take the lead in establishing good discipline.

The Class Teacher.

The class teachers of the school are the leading professionals and most highly skilled people on the staff. The classroom is the prime interface for the children to learn about good behaviour and discipline. The teachers have a responsibility to know the children in their care, not just in an academic sense, but also in terms of their background, health and home circumstances. They will then use their professional judgement to decide on the best way to handle individual pupils.

Teachers should share ideas and strategies for dealing with certain children and ensure that the next teacher to have the class is fully aware of how, and why, they have dealt with certain pupils.

Teaches are responsible, not just for their own class, but all other children as well. They should keep a watch on all the children in the school.

Supply teachers and other members of staff need to be helped and informed by the class teachers. If a class teacher witnesses a problem in another classroom with a supply teacher, they must help that teacher and ensure that a major discipline problem does not occur.

It is the responsibility of the class teacher to see that other members of staff, and volunteer helpers, are provided with enough information about the children in their care to make decisions on how to deal with those children.

We need to set the high expectations in behaviour. We expect them to behave in a calm and reasonable manner and show care and consideration towards each other. Good behaviour should always be the norm. The class teacher has to set the tone by his or her own manner and organisation.

The following guidelines need to be observed:

- The children must have a very clear idea of what to do when they enter the classroom first thing in the morning, after break times and after dinner play.
- The teacher must be on time and have the classroom ready for work. The classroom will be tidy throughout the day. The children will be encouraged to take responsibility for the upkeep of the room. This is a key skill for children to develop.
- The staff members control of the children is essential to the education of the children. Children need to be trained to listen, to each other and the staff. The staff must develop clear strategies for ensuring that a calm working atmosphere is maintained. The techniques staff attain this can be many but must not be oppressive and should be done with the knowledge that these strategies are for the benefit of the children.
- **Shouting must be kept to a minimum.**
- There is a correlation between poor organisation and planning and poor behaviour.
- In our schools' mission statement we state that: **"We believe that God's spirit is at work in all our children. We will endeavour to foster an environment of joy and hope to enable everybody to develop fully as human beings."** We should therefore remember that though the children's behaviour might be poor the children are not. We must ensure that when correcting children we help them to understand that it is their behaviour and not themselves as people that we are correcting.
- The relationships with the children's parents are crucial.
- Children will learn from experience to expect fair and consistent treatment from the staff particularly in the rewards and sanctions they receive and the distinctions made about acceptable and unacceptable behaviour.
- It is important that all staff implement a consistent approach to all involving managing the behaviour of children.
- Avoid confrontation with pupils. The class teacher/staff member should not over react and must try to remember the dignity of the individual child in the process.
- Some children's behaviour can be very challenging. Staff should develop a trusting relationship with each other were they can share their concerns and strategies for dealing with children.

Behaviour Watch

Our Behaviour Watch system can only be successful if it is used consistently by all staff. Recording incidents allows us to effectively identify patterns and accurately target support and professional development.

Behaviour watch should clearly indicate the manner in which the member of staff has followed our protocol of verbal warning, yellow card, and red card. Red cards should only be issued in the first instance for very serious incidents or repeated behaviour of a lower level.

The Senior Leadership Team are notified of all red card incidents and can therefore intervene in a timely manner if needed

Behaviour Mentors

We have two school Behaviour Mentors whose role is to support with our most challenging and vulnerable pupils. Please see below for the protocol:-

Behaviour to be managed within a class environment by the adults who work regularly with the class.

- Low level off task behaviour
- Poor quality work }*
- Uncompleted work }*
- Behaviours which do not impact on the safety or learning of other pupils.

*Where academic performance is the issue, a more appropriate sanction is completing learning at break or lunchtime as supervised by class teacher.

- Behaviours requiring the intervention of a Behaviour Mentor.
- Violent or aggressive behaviours
- Any behaviour which may hurt the child themselves or others.
- Absconding
- Public refusal to follow instructions
- Sexually inappropriate behaviour or language.

If you need a child to be removed to the yellow room the following protocol should be followed.

In an emergency send a "Red hand" to YG AJ or KH

- As soon as it is safe to do so complete the Behaviour Mentor information form and send to yellow room. Ensure the child's work or alternative learning is sent.
- Ensure the appropriate Behaviour Watch section is completed.

The Elton Report on school discipline states that the staff at a school should:

"Create and sustain a positive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect."

The following is very sound advice for all staff in their dealings with children:
(From the Elton Report)

Do all you can to avoid:

humiliating----- it breeds resentment.

shouting-----it diminishes you.
over- reacting-----the problem will grow
blanket punishments-----the innocent will resent them
over-punishment----- keep your powder dry, never punish what you
can't prove.

Do all you can to:

use humour-----it builds bridges.
keep calm-----it reduces tension.
listen-----it earns respect.
be positive and build relationships.
know your pupils as individuals.
carry out any threats you make.
be consistent.

Never sanction or criticise children for finding work difficult or needing support

6. Rewards and Sanctions.

Rewards.

It is always best to "accentuate the positive" with children. Praise and celebration are a part of every lesson and assembly. These can vary from the classroom-based systems that teachers have, to the more formal Good work and behaviour assemblies held in the school.

The Classroom.

- Praise a child's answer to a question.
- Praise a child's good behaviour e.g. helping somebody who has fallen over in the playground.
- Show the child's work to the rest of the class, mentioning the great improvement.
- Display the child's work.
- Put comments on the child's books.
- The use of house points/stickers.
- The Golden Time system.

The Golden Time System.

The GOLDEN RULES are as follows :

- Do be kind and helpful - Don't hurt people's feelings.
- Do be gentle - Don't hurt anyone.
- Do listen - Don't interrupt.
- Do work hard - Don't waste your and other people's time.
- Do be honest - Don't cover up the truth.
- Do look after property - don't damage things.

These rules are displayed in every classroom and everyone in the school community reinforces these clear and unambiguous messages. The emphasis is on affirming positive behaviour, its aim being to catch children getting things right and praising them using the Golden rules. The children are rewarded with a period of Golden Time within the school week. During this time (30 mins) the children are allowed to choose from a range of independent, fun learning activities. However, those children who infringe any of the Golden Rules during the course of the week lose time for every misdemeanour. They are required to sit; with an egg timer and wait in silence until his/her Golden Time has elapsed. By watching the other children it is hoped that this will act as an incentive for them to improve their behaviour in the following week. No child loses all of his/her Golden Time except in extreme circumstances. This is recorded using the Behaviour watch system.

The foundation stage is implementing this process so that by the time they leave the foundation stage they will have a full understanding of the process.

Golden Time is a whole school policy which ensures consistency of reward and sanctions across the entire school. However, it is not the only reward or sanction system that teachers may choose to use.

There is also a randomised reward system which Mrs Hayles implements every Friday - A child is selected at a random time and if they are successfully in golden time they will receive a prize.

Rewards in class and around the school and at the discretion of each teacher or member of supervising staff include:

- Stickers for all aspects of the curriculum including behaviour and consideration of others.
- Certificates for special achievements.
- Assemblies celebrating good work and star of the week and Catholic Ethos Champion
- Headteacher's postcards
- Behaviour watch praise points

All efforts are made to ensure that our approach is based on recognising and rewarding instances of positive behaviour.

Sanctions for minor misdemeanour would include:

- Firm reminders and reprimands.
- Time out either sitting in the corner or missing playtime.
- Withdrawal of privileges.
- Writing letters or drawing of apology.
- Referral to phase leaders.
- Change of seating.

In case of persistent misdemeanour:

- As above
- Withdrawal of playtimes for specified periods.
- possible exclusion for part of the lesson.
- Referral to Behaviour Mentors
- Referral to Senior Leaders
- Consultation with parents and support measures established at home.
- Positive behaviour plan drawn up(Master on Staff Server) - This will always be triggered after 10 red cards.
- Professional help sought.

In cases of serious misdemeanour:

(By serious we mean instances of behaviour that extend beyond the range of normal misdemeanour and seriously compromise the safety and well being of all members of our school community. We also take them to be those incidents that persistently and wilfully undermine the school's endeavours to implement its policy in promoting positive behaviour.)

- Consultation with Head immediately.
- Letter sent to parents.
- Further meeting with parents at the earliest opportunity
- Involvement of outside agencies.
- Change in support arrangements where possible
- Short period of fixed term exclusion from school with homework provided
- Further meeting with parents and support agencies.
- Official Final warning issued.
- Permanent Exclusion procedures established.

Exclusion

Only the Headteacher (or the acting Headteacher on that day) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

For more detailed information regarding exclusions see:

"Exclusion from maintained schools, Academies and pupil referral units in England"

A guide for those with legal responsibilities in relation to exclusion. This document is available from the school office or www.gov.uk

7. The use of Reasonable Force to control or Restrain Pupils.

A new provision came into force on 1st September 1998 as a result of the 1996 Education Act.

The following is a summary of the major points of the guidance in the act.

Where it is known or anticipated that a pupil's behaviour might require physical control or restraint, a specific plan should be drawn up for that pupil and communicated to all involved.

Reasonable force can be used in the following circumstances:

- Where a criminal offence is being committed;
- Where a pupil may injure themselves;
- Where the pupil is prejudicial to maintaining good order and discipline at the school or among the pupils;
- When the action occurs on the premises or during an authorised activity off the premises. Under the 1996 Act, the Headteacher may authorise all teachers in the school to use reasonable force to restrain pupils. Other people authorised by the Headteacher may use reasonable force. The Headteacher should keep a list of all people who are authorised to use reasonable force. Training and guidance should be provided to all staff authorised to use it.

There are three broad categories described in the act where reasonable force might be used:

- In self defence, where risk of injury is imminent;
- Where there is a development of risk of injury or significant damage to property;
- Where good order and discipline are comprised.

There is no legal definition of reasonable force, but 3 criteria are established for guidance:

- If the circumstances of the particular incident warrant it;
- The degree of force must be in proportion to the circumstances;
- The age, understanding and sex of the pupil.

Minimum force should only be used and never as a punishment.

- Physical intervention can take a number of forms, for example:
- Physically interposing between pupils;
- Leading by the hand or arm
- Holding
- Shepherding away

(In extreme cases, more restrictive holds might be used.)

Force that should **not** be used includes:

- Holding around the neck or any other hold that might restrict breathing;
- Kicking, slapping or punching;
- Forcing limbs against joints (e.g. arm locks);
- Tripping or holding by the hair or ear;
- Holding face down to the ground.

All incidents when restraint is used must be recorded as soon as possible. Information should be detailed in the physical Intervention book which is kept in the Deputy Headteacher's office.

All staff have been trained in Team Teach(An Accredited programme for positive physical intervention)

Bullying.

Bullying is the persistent verbal or physical abuse of a child by others.

Several Times On Purpose

We must be careful that we are all using the same definition of bullying or the everyday ups and downs of school life can be magnified and we could actually take away the children's own responsibility and ability to deal with the minor problems in life.

Sacred Heart Catholic Voluntary Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).