

**Sacred Heart RC Primary School**  
**Behaviour Management Policy**



*“I am the vine, you are the branches. Whoever remains in me, with me in him, bears fruit in plenty”*

*John 15: 1-8*

At Sacred Heart RC Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Through quality teaching and learning, children are given the opportunity to develop individuality and responsibility, and are challenged to achieve their full potential.

We believe it is important that we develop the whole child, nurturing the academic, creative, spiritual, aesthetic and social aspects equally. Self-discipline and acceptable codes of behaviour are valued and promoted.

We see our school as being at the heart of our community and we encourage children to value and celebrate the diversities they encounter in this community and the wider world.

**Rationale**

- All individuals have the capacity to learn.
- All individuals have the capacity to change.
- Behaviour is learnt. As with anything else, positive behaviour has to be taught well, based on:
- Clear expectations (set at the beginning of the academic year and constantly referred to) and effective planning,
- Celebration successes in a variety of ways,
- Evaluation of how well something has gone and what has been learnt,
- Clear and realistic future targets for improvement,
- Engaging parents and pupils in discussions about success and areas for improvement
- Being consistent and fair

## **Aims**

Discipline in a Christian community is about the growth of self-discipline. We actively teach, by example and discussion, that we are called:

To respect ourselves

To show love, care and respect for others and our environment

To tell when we have a problem so that adults may help us

To choose to do what is right

To say sorry and restore friendships when we have failed to make the correct choice.

Should any child appear to have particular problems with regard to their behaviour in school, parents will be invited in to discuss the perceived difficulties so that an appropriate course of action, for the good of the child, may be agreed.

Our policy is to teach children right from wrong as doing what is right does not always come naturally. We know that children will encounter confusing, at times conflicting, messages; therefore we have to expect that they may not get it right all the time. It is often only through reflecting on their mistakes that they will grow and learn.

Our ultimate goal is to develop a level of emotional intelligence and appropriate moral maturity in each of our pupils which will begin to enable them to make right choices and take responsibility for their own actions.

We also seek to encourage the growth of self-confidence in our pupils so that they know how not to accept the actions of other individuals which infringe their human dignity and cause them hurt.

We know that behaviour and individual needs are linked, each affecting the other. Consequently we take account of individual needs when encouraging appropriate behaviour and when evaluating instances of inappropriate behaviour. We set suitable learning challenges for all pupils in lessons.

To learn to the best of their ability, children need a calm and purposeful environment.

We believe all adults have a duty to:

- 1 Endeavour to be friendly, caring and courteous towards the children and each other.
- 2 Be prepared to greet children and acknowledge their greeting.
- 3 Treat children as individuals, fairly, equally and with respect.
- 4 Avoid stereotyping certain children.
- 5 Create and sustain a positive, happy secure environment.
- 6 Have clear, concise guidelines for behaviour in the classroom
- 7 Make sure the children understand the school rules
- 8 Encourage children to take on roles and responsibilities
- 9 Arrive early and begin lessons on time.
- 10 Keep everyone fully occupied by providing work which is interesting, stimulating, differentiated and appropriate set within achievable timescales.
- 11 Praise good behaviour and share examples of such behaviour with other children.
- 12 Plan and organise the classroom so as to minimise the opportunities for disruption.
- 13 Continually observe or 'scan' the behaviour of the class.
- 14 Be aware of and control your own behaviour, including stance and tone of voice.
- 15 Model the standards of courtesy you expect from pupils.

### **Some of the ways in which we encourage good behaviour**

As a staff with a common purpose, we adopt a variety of strategies to encourage good behaviour.

- We strive to adopt a consistent approach
- We frequently take opportunities
- To notice and praise good behaviour.
- We promote our shared understanding of good behaviour by using opportunities afforded by: examples drawn from our own school community, discussions, our RE programme, school assemblies, class liturgies, Weekly Statements to Live By.
- We offer rewards within classes such as positive remarks, stars, stickers and certificates.
- We use weekly achievement assemblies to note particular examples of good behaviour which may serve as models for other children.

- Linked to our RE scheme Come and See and PSHCE scheme of work we encourage children to think about their behaviour.
- We encourage our MSAs to acknowledge and reward good behaviour during the midday break by using lunchtime awards.
- We ensure that we recognise it is the act, not the child, which may be silly or naughty.
- We remind children of what constitutes appropriate behaviour when they are leaving the school environment.
- We encourage children to recognise their roles and responsibilities within our school community.
- Children are given responsibilities in school as: members of the school council, play leaders, members of the 'Minnie Vinnies' and faith action group, e-safety ambassadors and librarians.
- Children are encouraged and expected to show respect to all adults working at the school.
- Children are expected to act on all reasonable requests and instructions.
- Where appropriate, we teach strategies for anger management.

**Parents are:**

- Encouraged to raise concerns about their child's behaviour with the class teacher
- Requested to advise teachers if their child is being bullied
- Asked to advise teachers when home circumstances have altered and may be affecting their child.

**All staff will ensure that the children in their care are aware of and understand:**

- Classroom rules and routines
- School rules and routines
- Teacher expectations
- Curriculum aim and objectives
- Rewards and consequences
- Roles and responsibilities

**We use a range of responses to encourage appropriate behaviour**

As a staff with a common purpose, when dealing with inappropriate behaviour, we select the appropriate response. These may include:

- The use of body language such as stern looks
- Request a child to do/not to do some action
- Requesting an apology
- Quietly taking a child aside and talking to the child to remind him/her of the need for appropriate behaviour
- Removal of the child from the activity if he/she is misusing equipment or misbehaving
- Withdrawal of privileges such as removal of "free choice" activities, loss of playtime, loss of after school activities
- Moving the child to a different position in the classroom, sitting the child on their own, moving the child away from friends, isolating the child from a group
- Placing the child in isolated areas of classroom
- Setting target with the child and indicating the result of failure to achieve the set target
- Sitting the child close to the teacher to support his/her attempt to improve behaviour
- Sending the child away from class for a short period to an area where he/she may still be supervised
- Stopping an activity and discussing the need to stop

- Pupil completes Sacred Heart 'Behaviour Reflections Sheet'
- Recording incidents of misbehaviour and ensuring that children are aware when entries are made regarding them
- Writing a letter of apology
- Reparation through an act of kindness
- Explaining to a child the need to notify their parents of inappropriate behaviour – either by seeing parents at the end of the day or sending home a letter
- Sending work home for completion with a note explaining the child's poor approach to the task
- Parents are informed if a child displays serious or persistent misbehaviour

**If there is no improvement:**

- The class teacher/Headteacher will invite parents to meet with them to discuss the situation and agree a course of action
- In agreeing a course of action parents/teachers may decide to draw up a behaviour I.E.P. and/or seek further outside professional help
- In dealing with disruptive behaviour, teachers will have recourse to the following actions: having the child work out of the classroom on a planned basis under the Headteacher's supervision, making a report of the incident(s), having the child spoken to by the Headteacher, having a letter sent home, initiating a meeting with parents
- In dealing with disruptive behaviour teachers have a responsibility to ensure that the child does no physical to himself/herself or to others. There may be occasions when a child needs to be physically restrained. We are legally entitled to do this when necessary and all teaching staff will use appropriate techniques in which they have been trained.
- If parents do not agree to seek professional help and do not co-operate with plans which could lead to improvement, the Headteacher may consider exclusion, following LEA and CES guidelines.

- If a child's misbehaviour is so serious as to endanger the well-being of pupils/staff, the Headteacher will consider exclusion, following LEA and CES guidelines.
- If a child's behaviour at lunchtime is so serious as to endanger the child or others, the Headteacher will consider lunchtime exclusion.

### **The House System**

Each child on entry to Reception is placed into a House. The four Houses are St. John (red), St. William (yellow), St. Bede (blue) and St. Hilda (green). The children can be awarded House points from all members of staff for work, behaviour and attitude. The points are counted up at the end of the week and the results are announced in the Achievement Assembly.

### **Achievement Assembly**

Achievement Assembly is held every Thursday when one child from each class is awarded a 'Star of the Week Certificate and sticker for their attitude, behaviour, courteousness, hard work from adults working in their class. All staff are present at this assembly to recognise, praise and congratulate these children. Other certificates, such as ones for good behaviour and successfully completing 'Big Maths' challenges may also be given out.

## Our Ten School Commandments

Our 'Ten School Commandments', based upon the Gospel, are very positive and our school **Rewards and Consequences** Behaviour Code is built around these.

Our Ten School Commandments	
1	We <b>Love</b> God.
2	We make God important in our life and we make <b>time to talk to God</b> , to <b>listen to God</b> and to <b>follow God's rules</b> .
3	We use kind words to each other and always say <b>God's name with love and respect</b> .
4	We always <b>try our best</b> and we <b>work hard</b> during the week. We honour the Lord by attending church and resting on the seventh day of the week.
5	We try our best <b>always listen</b> to teachers, adults and friends. We try not to hurt their feelings. We love and respect our Mum, Dad and all our family.
6	We are <b>kind and helpful</b> to each other and use good manners. We are gentle and respectful. We play sensibly together and we take turns. We try not to hurt anyone.
7	We <b>keep our promises</b> .
8	<b>We share</b> with others in class, in school and on the playground. We walk quietly in our school. We look after all property and equipment. We try not to waste, damage or break things. We do not take anything that isn't ours.
9	<b>We are honest and truthful</b> . We always try our best to tell the truth. We always try our best to be honest.
10	<b>We are happy with what we have</b> . We do not wish for or take other people's things.

## Rewards

- 1 **House points** can be awarded by all members of staff.
- 2 **Stickers and certificates** acknowledging good work, attitude, behaviour.
- 3 **Recognition** can be given for successes of different kinds in our **Achievement Assembly**.
- 4 **Pupils work** should be displayed as attractively as possible.
- 5 **All** teachers welcome opportunities to **praise individuals** for good work, attitude or good behaviour, and **show recognition**, if these are brought to their attention.
- 6 **Pupils earn** ‘Sacred Hearts’ on a class ‘vine tree’, displayed in every class. At the end of each day, these pupils’ names are recorded in a book. For every 25 ‘Sacred Hearts’ earned pupils receive a certificate in assembly.
- 7 Above all **praise and encouragement** should be used as much as possible.

## Consequences

This is the procedure adopted by the school in dealing with unacceptable behaviour. The primary responsibility for discipline lies with the member of staff concerned and in the first instance is to be dealt with by them. If the member of staff is unable to resolve the problem then it is referred to the Headteacher.

Parents are encouraged to come into school to discuss the problems and possible solutions whenever staff or parents feel concerned.

## Rewards and Consequences System

- At the start of the school day, all children begin on a GREEN leaf.
- If they have demonstrated unacceptable behaviour, consequences need to be followed through and logged in the behaviour class log and HT behaviour log.
- Pupils may earn ‘Sacred Hearts’, their names are placed “on the hearts” on the class vine tree as a reward. Names are recorded daily in a book. Pupils return to GREEN the next day. Special certificates are given out in assembly for every 25 ‘Sacred Hearts’ earned.
- There may be differences for pupils with Behaviour IEPs.

Step		Action	Possible Behaviours
1	A reminder	A non-verbal cue: a descriptive reminder	Interrupting learning, talking over the teacher or other adult, shouting out, disrupting others, throwing things in class, inappropriate movement around the class.
2	1 <sup>st</sup> Verbal Warning	“I am giving you a verbal warning because...”	Repetition of escalation of the above behaviours.
	2 <sup>nd</sup> Verbal Warning	“I am giving you a verbal warning because you continued to...”	Repetition of escalation of the above behaviours.
	3 <sup>rd</sup> Verbal Warning	<p>“I am giving you a verbal warning because you continued to...”</p> <p><b>Consequence: time out in class continuing with work.</b></p>	Continued repetition of behaviour. Inappropriate language. Refusing to follow instructions.
3	1 <sup>st</sup> Consequence and 2 <sup>nd</sup> Consequence	<ul style="list-style-type: none"> <li>• Child sent to another class to complete Sacred Heart’s ‘5 W’ sheet and ‘Behaviour Reflections’ Sheet. Or complete during playtime/lunchtime.</li> <li>• Write a letter of apology.</li> <li>• Reparation through an act of kindness.</li> <li>• A note is made in the class behaviour log.</li> </ul>	Continued repetition or escalation of behaviour. Physical violence (results in being sent to HT immediately). Verbal abuse to adults (sent immediately to HT).

		<ul style="list-style-type: none"> <li>• Class teacher informs parents at the end of the day.</li> <li>• Sheets passed to the Head Teacher for filing and recording in HT behaviour log.</li> </ul>	
4	On the 3 <sup>rd</sup> Consequence in one week.	<ul style="list-style-type: none"> <li>• Visit the Head Teacher to complete 5W's and 'Behaviour Reflections'.</li> <li>• Write letter of apology</li> <li>• Reparation through an act of kindness.</li> <li>• Record is made in HT behaviour log.</li> <li>• Letter written to parents.</li> <li>• Meeting is arranged with parents.</li> </ul>	As above.

### **Pupils with specific emotional/behavioural difficulties**

Pupils suffering from specific behavioural or emotional difficulties will have an individual behaviour plan drawn up by teachers and outside agencies, which will include support from the EMS.

### **Restorative Practice**

We aim to use restorative practices within our school. Whether an incident has occurred between children, between a parent and child, or between a member of staff and a child, this approach can be used successfully to help both parties gain an understanding of what has happened and how to rectify.

Question cards have been produced and laminated for all staff members.

They are as follows:

### **Restorative Questions 1 (the"1" who did it – Wrongdoer)**

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen next?

### **Restorative Questions 2 (Who it was done "2" – Victim)**

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

### **Staff Checklist**

- ❖ Am I referring to the expectations/non-negotiables?
- ❖ Am I giving clear directions?
- ❖ Am I praising every child at least once a day?
- ❖ Am I frequently contacting parents (notes/letters/quick chats) about good behaviour?
- ❖ Am I using positive repetition?
- ❖ Am I using proximity praise?
- ❖ Am I using refocusing techniques?
- ❖ Am I resisting the temptation to take away previous rewards?
- ❖ Are children's rewards being recorded systematically?
- ❖ Where necessary are sanctions being applied fairly and consistently?
- ❖ Are yellow cards being logged?

- ❖ Are parents being informed where necessary?
- ❖ Are colleagues who need to know being informed promptly?

### **Development**

We will continue to explain school rules and expectations to children during assemblies, in RE and PSHCE teaching time, with the support of pupils, parents, the parish, the community through visitors and our governors.

We will continue to explore ways of developing appropriate play skills at break times and lunchtimes.

### **Review**

This document will be reviewed in the Summer Term 2017 to assess the effectiveness of our policy on behaviour throughout the school. It is to be expected that modifications will be made through experience and statutory requirements.

## **SACRED HEART RC PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

- 1 This document is a statement of the aims, principles and strategies for dealing with behaviour.
- 2 It was developed during the Autumn Term of 2015 through a process of consultation with all staff, pupils, parents and governors.
- 4 This policy will be reviewed annually in the Autumn Term 2017.