



Love God, Love each other, Love Learning

Sacred Heart RC Primary

Behaviour Policy

Headteacher: _____ P Dungworth_____

Date: _____September 2023_

Chair of Governors: _____ R Taylor_____

Date: _ September 2023

Positive Behaviour Policy



Introduction

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the “whole child” whilst enabling them to reach their full potential.

Objectives

- To develop social skills within the children so they can function within the school community and to be able to show the appropriate behaviour out of school
- To ensure the safety and well-being of all those within the school environment
- To create an atmosphere whereby all the pupils are given the opportunity to achieve their maximum potential
- To foster respect and consideration for each other
- To develop self-esteem within a structured secure environment

Broad Guidelines

- Children are made aware that appropriate behaviour is expected for their own welfare and that of others
- Focus on do's rather than don'ts, giving constructive criticism
- Reinforce good behaviour as it occurs
- Operate an agreed list of rewards and sanctions
- Involve parents with behavioural issues
- Be fair and consistent in our dealings with parents and children
- Be aware that external factors may cause changes in behaviour
- Appropriate action to be taken when other children's safety and learning may be compromised
- Behaviour Improvement Plans will be agreed between the school, the home and the child
- Persistent or extreme behaviour may result in exclusion
- Re-integration of the child depends upon parents and child co-operating in the implementation of the behaviour plan

Strategies

Throughout the school we always aim to concentrate on the positive behaviour displayed by children and celebrate the excellent behaviour that permeates throughout our school. By focusing mainly on the positive it is hoped that others will see the rewards given to those who demonstrate good behaviour and imitate their behaviour.

Sacred Heart is a Rights Respecting School and classes have an agreed Class Charter which is created with all pupils.

How Adults Support Pupils Behaviour

1. CONSISTENT, CALM ADULT BEHAVIOUR
2. FIRST ATTENTION FOR BEST CONDUCT
3. RELENTLESS ROUTINES
4. INTERVENTIONS
5. RESTORATIVE APPROACHES

We support our children to make positive choices and to improve their behaviour in a number of ways including:



- Always drawing first attention to the behaviours we want to see (**Safe / Ready / Respected**)
- A clear visual behaviour policy
- Friendship groups
- Circle Time
- CARITAS Worker
- Family Support Worker
- Dojo's
- Thoughts and Feelings book
- Prayer Journal
- Emotional Literacy Groups
- Rainbows
- Assessment of Needs
- **Colour Monster and The Zones of Regulation:**

In our EYFS the children are introduced to the colour monster and how to identify their feelings at an age appropriate level and communicate these confidently to adults and each other.

In years one to six, this is developed further and pupils are taught The Zones of Regulation which supports children to expand their emotional vocabulary and gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Children are taught to identify which of the four zones they are in and how to make positive choices within a safe and supportive environment so that they can be in a calm and happy state and ready to learn.

SEND and Younger Pupils

If a child has additional needs or for some younger children, the teacher will use their professional judgement to decide if the child fully understands their actions and the consequences and the teacher will adapt accordingly or use an alternative behavior strategy after discussion with the Special Needs Co-coordinator and Leadership team.

In the rare case where a child may pose a risk to themselves or others, physical intervention may be deemed appropriate. In these cases, we will review each incident under the following criteria:

- Balance of risk
- Professional judgement
- Reasonable, proportionate and necessary intervention required

In cases where physical intervention has been necessary, actions will be reviewed, recorded and discussed with parents. We will always seek additional advice and support from external advisers and professionals to ensure the safety of all. We follow the Rochdale Borough Council Guidance on "Care and Control".

Sanctions for Unacceptable Behaviour (progressive)

1. Non-Verbal communication
2. Verbal reminder of choice and expectations
3. Minutes Removed (from break / lunch time) and cannot be given back: 2, 5, 10, 15 minutes
4. Work in isolation within the classroom (Time Out)
5. Phone call or meeting with parent

At every stage of the above process, staff will aim to have a '**restorative conversation**' with the pupil to support them and prevent escalation.

Staff at Sacred Heart RC have agreed that pupils will be **praised in public and rebuked in private** and that everyone's **dignity** will always be respected.



Persistent Poor or Extreme Behaviours

The behaviour at Sacred Heart RC Primary School is very good and severe/extreme behavior will not be tolerated. Children who display extremely aggressive, disrespectful, violent behaviour or behaviour which is deemed as a danger to others will automatically go to “Time Out” and will be removed from the class at the Teacher’s discretion. Other serious incidents such as stealing or vandalism of school property will result in immediate progression to the Time Out.

The Headteacher or Deputy will be informed.

As part of Time Out children may also lose their break times or opportunity to play out at lunch time removed.

Time Out should always be for a specified amount of time which is communicated to the child and could include a child sitting at a place away from their normal group or being removed from the classroom specified amount of time. The class teacher will always ensure that there is adequate supervision for pupils removed from class normally by a member of the SLT.

The following are examples of behavior that would lead straight to a Time Out consequence:

- Fighting
- Deliberate bullying – verbal or physical
- Aggressive/threatening behavior to other children or adults
- Abusive language directed at an adult
- Stealing, vandalism of school/others property
- Refusal to leave the room if behavior is too disruptive

Extreme Behaviours / Breaches of Policy

- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- A case conference with parents.
- Permanent exclusion, after consultation with the Governing Body.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away. E.g. the possession of a dangerous weapon or illegal substance will result in immediate confiscation and the direct involvement of the police. The searching of pupils and subsequent confiscation of items will be carried out in accordance with the DfE advice issued in ‘Screening, Searching & Confiscation’ document (DfE- 00056-2011).

Recording Incidents of Poor Behaviour

Sanctions 3 (after all minutes lost), 4 and 5 should be recorded on CPOMS (school’s electronic safeguarding log) under the category of Behaviour alongside the actions. Pupil’s associated with the behaviour should be ‘linked in’ in order to identify any patterns or potential bullying.

Behaviours as defined previously in this policy under Persistent Poor or Extreme Behaviours / Breaches of Policy, should also be recorded on CPOMS but may come under a Safeguarding Category.

Positive Behaviour Management Strategies

As with behaviour, good work at Sacred Heart, is celebrated and encouraged in our drive to raise the children’s high standards even higher and this is done in a number of ways:

In the Friday Class Celebration Assembly there are the following:

- Headteacher’s Award 2 children per class
- Attendance Ted and Impy Bear



- Lunchtime Captains Table

Every child, Teacher and class are different and so teachers have the freedom to give their own additional rewards within class:

- A positive praise conversation with a parent via Dojo Message
- Dojo points and certificates
- Praise / Recognition Boards
- School and class responsibilities
- Special certificates and prizes
- Stickers/stars/class prize boxes/raffle tickets
- Showing work to other teachers/The Head
- Showing the work to Parents
- Displaying the work on walls
- Sharing work with their peers
- Team and group points, star of the day, week, etc.

Outcome

We aim to have a happy, safe and successful learning environment where everybody feels valued and respected. Our school Behaviour Policy rewards good behavior and aims to improve behavior through appropriate consequences and a positive and forgiving school environment.

Further information

Useful Documents and Resources

DfE/Behaviour & Discipline in Schools (DfE-00058-2011)

DfE/ Screening, Searching & Confiscation (DfE-00056-2011)

DfES Use of Reasonable Force (DfE-00060-2011)

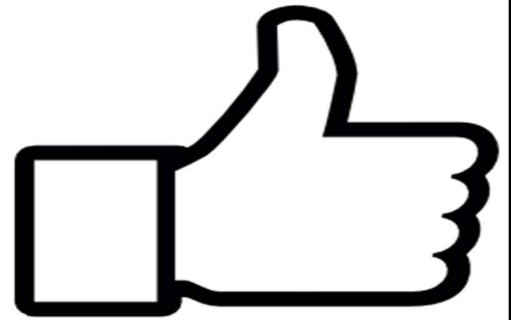


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Safe



Ready



Respected

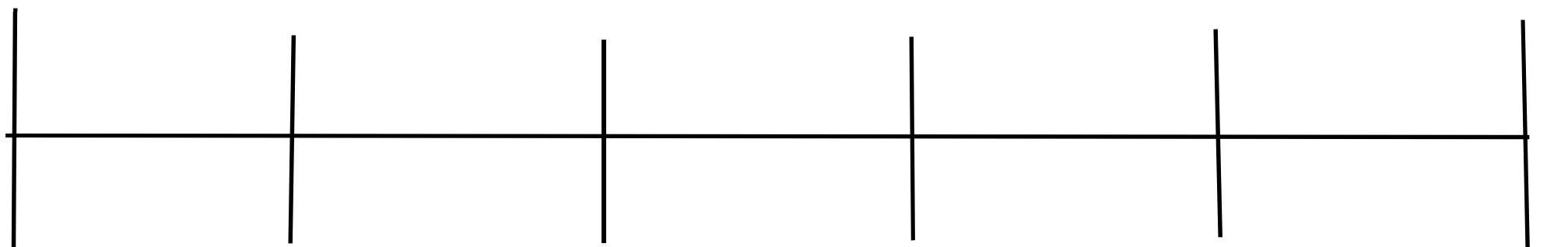




Safe 

Ready 

Respected 

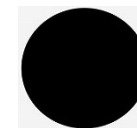


2
Minute

5
Minute

10
Minute

All
Minute



Repair

Repair

Repair

Repair

Safe 

Ready 

Respected 



EYFS

