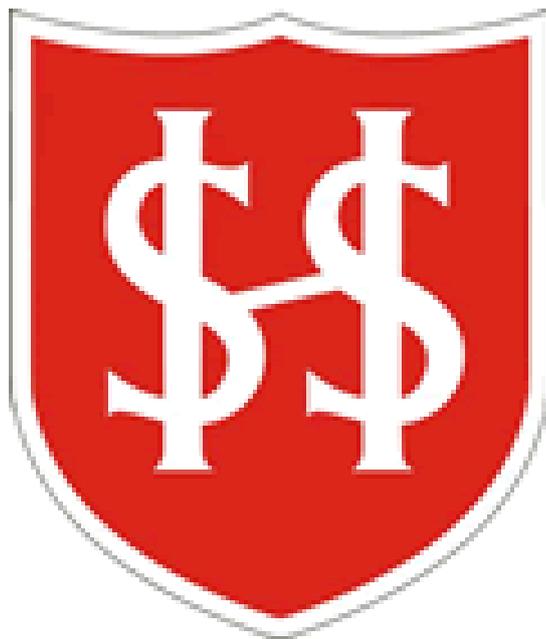


# Sacred Heart Catholic Primary School



## Policy for Positive Behaviour: May 2017

### Policy Review

This policy will be reviewed, monitored and evaluated in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 24th May 2017.

It is due for review in December 2017

A copy of this policy is available from the school office or website. Parents are notified how to obtain a copy of this policy via the school newsletter.

Signature: *Anna Smith* Acting Headteacher Date: 24th May 2017

Signature *Vivienne Morgan* Chair of Governors Date: 24th May 2017

## 1. Policy Statement and Procedure

Sacred Heart's mission statement makes clear the purpose and intent to promote the well-being and achievements of everyone in our community. All behaviour in our school is an explicit expression of the values of our mission statement. The following aspects of the mission statement apply specifically to the school's positive behaviour policy.

***Living, learning and loving happily together, with Christ at the centre.***

*by fostering that love of God which finds expression in divine worship and service to our neighbour;*

*by striving to realise the full potential growth of each person regardless of colour, race, gender, and ability as a member of our Catholic school community;*

*by promoting a sense of personal value, mutual respect and responsibility;*

*by cultivating an awareness of the need always to give of one's best and so reflect the goodness of God's plan and creation;*

*to develop a concern for others, expressed in the very highest standards of behaviour;*

*by pursuing truth in all things.*

## 2. Aims and expectations

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.
- The school has a number of school rules, but the primary aim of the positive behaviour policy is not a system to enforce rules; it is a means of promoting good relationships, so that everyone can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The School recognises that all children are unique individuals in the eyes of God and as a result, there can be no 'one size fits all' approach to behaviour management. Although this policy ensures a consistent approach to behaviour management, the policy is always applied with regard to the individual pupil and particular situation.

- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to recognise, reward and celebrate achievement.

This policy should be read in conjunction with the –  
 Anti-Bullying Policy  
 Health and Safety Policy  
 Preventing and Dealing for Preventing and Dealing with Racist Incidents  
 SEN and Inclusion Policy  
 Restrictive Physical Intervention in School Policy  
 Esafety Policy

### **3. Promoting Good Behaviour Strategies**

#### **Rules**

At the beginning of the year the children are reminded of the school's mission statement and they review the School Agreement (see Appendix 1 & 2). All classes reflect on what following this looks like in their classroom and around the school. They refer back to this regularly and review at least once a term. The Governors, Staff and parents also review the School Agreement at the beginning of the year.

#### **Class Environment**

All teachers ensure that the layout of their classroom suits their class and/ or the activity being undertaken. The teachers ensure that they position themselves so that they can see all children. Seating positions are carefully thought out and regularly reviewed. All children know the 'School Agreement' and sanctions and rewards are used consistently and fairly.

#### **Emotional Learning**

- Circle time is used to develop self-esteem by giving children time and space to explore and discuss their feelings in an atmosphere of trust and respect. This can be during lessons, timetabled as a separate lesson or spontaneous if an issue arises.
- The school celebrates 'Anti-Bullying Week' each year.
- The school celebrates 'Feeling Good Week' each year.
- Children in Year 6 are trained to work with other junior children to help them resolve disputes which may arise during the lunch break.
- Children in Year 6 are trained as Anti-Bullying Ambassadors. They undertake surveys across the school, promote anti-bullying campaigns and inform adults if they feel that bullying may be occurring. They do not investigate bullying.

#### **Growth Mindset**

- The school actively encourages the children to grow as learners by using the 'Growth Mindset' approach.
- Through this approach the children develop resilience and perseverance in the face of problems and difficulties. It equips them with an 'I can' attitude to both learning and behaviour.

## **Responsibilities**

The children are given a range of responsibilities to support their learning behaviour development. These include:

- Classroom monitors
- Year 6 jobs around the school e.g. setting up the hall for assembly, helping in younger classes during wet lunch
- Year 5 lunchtime monitors helping the children and staff in the dining room
- Year 6 infant playground buddies
- Year 6 junior peer mediators
- Anti-Bullying Ambassadors
- Senior school council, School Council, Eco Council – these include pupils from Key Stage 1 and 2.

## **4. Rewards & Sanctions**

### **Praise & Positive Reinforcement**

Praise and positive reinforcement is used extensively as an encouragement to good behaviour. It can be given privately or publicly. It should always identify the nature of the good behaviour or learning as appropriate behaviour in school is not automatic and may need to be learned.

### **Rewards**

Rewards are used to recognise good behaviour or good work. It is important that the child recognises that they are working to improve behaviour or to achieve a higher standard of work and not working for an external reward

- Written or verbal praise from the class teacher.
- Star of the Week - The class teacher chooses one or more children, who have been a good role model in their behaviour or work, to sit on a chair at Friday assembly. They receive a certificate to take home.
- 'Afternoon Tea' – Over the week pupils who are displaying outstanding behaviour around the school receive a raffle ticket. At the end of the week names are drawn out of the raffle. These pupils have 'Afternoon Tea' with the Headteacher.
- Groups/ classes who take part in school competitions are praised in assemblies.
- Pupils with achievements from outside school (e.g. sport/music accreditations) share their achievements in Monday's celebration assembly and receive a sticker.
- Praise from the Headteacher/Deputy Head/Key Stage Leaders/Subject Leaders: children are sent to the appropriate teacher to receive praise and/or stickers for good work/behaviour.
- Teachers inform parents when their child has shown excellent learning behaviour. This can be by phone, in person or written.
- 'Marbles in a jar' or similar systems can be used to reward whole class/group efforts to keep the 'Class Agreement'.
- Individual/behaviour charts can be used for individual pupils if required. These need to be agreed by the Head, Deputy Head or SENCO and should be time specific.
- Pupils with challenging behaviour can have specific behaviour targets to work towards.

### **Behaviour Time-Out Staged Approach**

Although our policy is designed to promote positive behaviour rather than to merely deter unacceptable behaviour, there are times when sanctions need to be put in place. These sanctions are employed as appropriate to each situation (see Inclusion and Equality Scheme).

Some examples of unacceptable behaviour are::

- Foul language and swearing
- Deliberately physically hurting other children or adults
- Deliberately emotionally hurting other children or adults
- Stealing
- Truancy
- Disruptive behaviour which prevents others from learning
- Physical disputes

### **Stage 1**

The pupil will be given a reminder of how they should behave

### **Stage 2**

The pupil will be asked to move in class or given time out on the playground. An adult will discuss with them what happened and how they can ensure that this does not happen again.

### **Stage 3**

The pupil will be given time out in a buddy class or they will be sent in from the playground. They will complete a reflection sheet, reflecting on behaviour, the school agreement and the impact on self and others. If a pupil completes two reflection sheets in a term their parents/carers are called in to meet the class teacher. A 'Target Card' (Appendix 6) is set up with 1 to 3 behaviour targets to be monitored throughout each day, each session is graded by staff. The record will be discussed with the class teacher for two weeks and shared with a member of the leadership team daily and sent home at the end of each day. Sanctions and rewards will be discussed .

### **Stage 4**

The pupil will be sent to the Headteacher to discuss what happened. Their parents will be asked to meet with the Headteacher to address the behaviour and to put sanctions and further support in place.

This will be put in place if Stage 1,2 or 3 behaviour has not ceased or for Stage 4 behaviour. At this stage there will be a meeting with the parent/carers and the Headteacher or an appropriate member of staff. An agreement will be drawn up between the child, the school and parents with agreed sanctions if the agreement is breached.

At all stages pastoral support and additional support for pupils and parents/ carers will be considered. This includes both the pupils who have displayed the unacceptable behaviour and pupils who have been affected by this behaviour.

For serious incidents, the support stages may be bypassed and in extreme circumstances, a fixed term exclusion may be given whilst further advice is sought from other professionals.

## Fixed-term and Permanent Exclusions

- Only the Headteacher can give fixed-term or permanent exclusions:
- Fixed – term exclusions are given when a pupil seriously breaks one of the school rules or if the pupil's behaviour compromises their safety or the safety of others. The length of this sanction is determined by the Headteacher but a pupil cannot exceed more than fifteen days of fixed term exclusions in any school term. The main purpose of this sanction is to provide a 'cooling off period' pending agreement with parents and the pupil about future conduct. When the pupil returns to school they have an integration meeting with the Headteacher, Deputy Headteacher or a member of the Senior Leadership Team and their parents.
- Permanent exclusion: This is a measure of last resort where the school has taken all reasonable steps to avoid excluding the child and allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil or that of others at the school.
- If the Headteacher excludes a pupil, 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, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LEA 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 pupil or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## 5. Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or carer should complete the relevant forms held at the school office. Any medication needed by a child while in school will be stored securely and administered in line with the medical policy.

The school will take very seriously misuse of any substances such as glue, other solvents, alcohol or illegal drugs. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be given a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

## **6. Implementation**

### **The Role of Governors within Sacred Heart School is to;**

- Have the responsibility of setting down general guidelines on standards of discipline and behaviour of all kinds, and of reviewing their effectiveness, Ensuring that no individual or group is discriminated against by this policy. The governors support the Headteacher in carrying out these guidelines.
- Be able to give advice to the Headteacher about particular disciplinary issues, the Headteacher must take this into account when making decisions about matters of behaviour. The Headteacher has the day to day authority to implement the school positive behaviour policy
- Require the Headteacher to report termly on the analysis of these incidents, the actions and the impact of these actions

### **The Role of the Headteacher within Sacred Heart School is to**

- Under the School Standards and Framework Act 1998, implement the school behaviour policy consistently throughout the school, and report to governors, when requested, the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school
- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- Keeps records of all reported serious incidents of unacceptable behaviour.
- Be responsible for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

### **The Role of all adults within Sacred Heart School**

#### **All adults should**

- Work effectively to support and promote the Mission Statement and aims
- Be aware and sensitive to issues of gender, race, social background and disability and guard against making unwarranted assumptions when dealing with pupil behaviour
- Ensure that the school rules are enforced in the classroom and around the school
- Encourage a safe, secure and happy school environment. Ensuring they are alert to signs of bullying and harassment and act swiftly and firmly in accordance with the school's policy
- Model the type of behaviour felt to be acceptable i.e. respect for themselves, others and property. Positively reinforce good behaviour and marginalise poor behaviour by both verbal and written recognition
- Deal sensitively with children in distress; listen to them and respond appropriately.
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability. .
- Keep a careful and accurate record of a student's achievements as well as other aspects of school life, all incidents of unacceptable behaviour must be recorded on an incident form.

- Treat each child fairly and enforce the 'School Agreement' consistently. Adults treat all children with respect and understanding.
- Involve parents / carers, at an early stage, in any behaviour concerns (class teacher)
- Liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an education social worker or LEA behaviour support service.
- Collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- Condemn bad behaviour NOT the person

## **The Role of the Pupils at Sacred Heart School**

### **All pupils should**

- Follow the school rules to ensure that everyone is safe, happy and learning.
- Remember that they all have rights and that everyone's rights should be respected.
- Tell a trusted adult in school, verbally or in writing if they feel unsafe at any time e.g. being bullied, and if the bullying continues, to keep on letting people know through their 'network of support'.
- Act in a respectful and supportive manner towards others.
- Tell the school their views about a range of school issues, including bullying, in the general pupil questionnaire and the anti-bullying questionnaire, annually.
- Be involved in the development of the home-school-pupil agreement; it should be signed by them.
- Share with their parents/carers the Anti-Bullying leaflet developed by them.
- Actively support the agreed policy.

## **The Role of Parents at Sacred Heart School**

### **All parents should**

- Work collaboratively with the school, so children receive consistent messages about how to behave at home and at school.
- Promote good behaviour in school. We need full co-operation and support when addressing and understanding their child's behaviour. Children work and behave better when they are prepared for the school day, have plenty of sleep, are adequately nourished, are properly dressed and arrive at school in time to settle before the school day begins. These are basic educational needs.
- Keep us informed of any basic changes in home life such as illness, death in the family or behaviour problems.
- Support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- Support the actions of the school; If the school has to use reasonable sanctions, If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher . If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented – see the complaints policy.

## 7. Monitoring

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy on a termly basis.
- The school keeps records concerning incidents of unacceptable behaviour:
- The class teacher and teaching assistants record classroom incidents.
- Midday Supervisors and those on playground duty record accidents and incidents on the playground.
- These forms are put in front of the Incident Folder. They are read daily by the Headteacher, filed and monitored monthly by the senior leadership team.
- Completed reflection sheets and the letter to parent's response slips are kept in the Behaviour Reflection Sheet Folder located in the staffroom.
  
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

### Review

- Governors, staff, parents and pupils were all involved in reviewing this policy.
- The Governing Body reviews this policy at least every two years. They consult all stakeholders when they are doing this. The Governors may review the Policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

### Disability Equality Scheme

- This policy supports the school's Disability Equality Scheme and it is available in a range of different formats, for disabled parents and the wider public.

Signed: *Anna Smith & Vivienne Morgan*

Date: 24.5.17

**Appendix 1 School Agreement**

**Appendix 2 Pictorial School Agreement**

**Appendix 3 Reflection Sheet**

**Appendix 4 Classroom Behaviour Letter Home**

**Appendix 5 Playground Behaviour Letter Home**

**Appendix 6 Target Card**





# Sacred Heart Catholic School Agreement 2016 – 2017

*Living, learning and loving happily together, with Christ at the centre.*

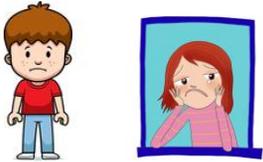
<p><b>Purpose</b></p> <p>The purpose of this school agreement is that all adults and pupils know what the school rules are and why we have them. It also sets out the consequences, time-out procedures and support that will be given to pupils when required.</p>	<p><b>Rights</b></p> <p>We all feel safe and valued. We all have the opportunity to learn. We are all shown respect and treated fairly. All school and personal property is looked after.</p>	<p><b>Responsibilities</b></p> <p>We are all in charge of our behaviour. We all have a choice as to how we behave. We all have a responsibility to make the right choices and to help everyone to do this.</p>	<p><b>Staged Time – Out Approach</b></p> <ol style="list-style-type: none"> <li>1. An adult will remind me of how I should be behaving.</li> <li>2. An adult will ask me to move from where I am working or to stop playing on the playground for a set time.</li> <li>3. An adult will send me to another class to complete my class work or inside from the playground</li> <li>4. An adult will send me to the Headteacher. This will happen if I have been sent to another classroom or in from the playground 3 times in a term. This can also happen if I have seriously broken a school rule.</li> </ol>	<p><b>Support at each Stage</b></p> <ol style="list-style-type: none"> <li>1. The reminder will tell me what I should be doing.</li> <li>2. The adult who gave me time out will discuss with me which school rule I am not following and ways to start doing so.</li> <li>3. During lunchtime I will fill in a reflection sheet. I will discuss this with the adult who sent me out of class or in from the playground. A letter will be sent home. If this happens twice the Deputy Head or my Key Stage Leader will talk to me.</li> <li>4. The Headteacher will discuss my behaviour with me and my parents will be called into school for a meeting to discuss what will happen next.</li> </ol>
<p><b>Rewards &amp; Positive Reinforcement</b></p> <p>We are all safe, happy and learning new things. Praise – written or spoken Learners of the week and star learners Showing work to other adults Parents being told – written or spoken Monday celebration assemblies</p>	<p><b>Rules</b></p> <p>We will keep each other safe. We will value and respect all adults and children. We will allow and help each other to learn. We will show respect and care for everyone's property, equipment and surroundings. We will wear our school uniform with pride.</p>	<p><b>Consequences</b></p> <p>If I do not follow any of the school rules I will not be upholding my responsibilities and I will be taking away the rights of the children and adults in my school. For example if I hurt another student, they will not feel safe or valued. If I am rude to a child or adult, I will not have shown them respect.</p>	<p>Name _____ Year _____</p>	



# Sacred Heart Catholic School Agreement 2016 – 2017



*Living, learning and loving happily together, with Christ at the centre.*

<p><b>Purpose</b></p> <p>We all know and follow the school rules.</p> 	<p><b>Rights</b></p> <p>We all feel safe and happy as we learn and play.</p> 	<p><b>Responsibilities</b></p> <p>I will make the right choices.</p> 	<p><b>Staged Time – Out Approach</b></p> <p>5. Reminder</p>  <p>2. Move in Class or Time Out on the Playground</p>  <p>3. Sent to another class or in from the playground.</p>  <p>4. Sent to the Headteacher</p> 	<p><b>Support at each Stage</b></p> <p>1. An adult will remind me.</p>  <p>2. An adult will talk with me.</p>  <p>3. An adult will complete a reflection sheet with me &amp; a letter will be sent home.</p>  <p>4. The Headteacher will talk with me and my parents.</p> 
<p><b>Rewards &amp; Positive Reinforcement</b></p>  <p>An adult will tell me what I have done well.</p>  <p>Star of the week, &amp; Star learners</p>  <p>Showing our work</p>  <p>An adult will tell my parents what I have done well.</p> 	<p><b>Rules</b></p> <p>We will keep each other safe.          We will value and respect all adults and children.          We will allow and help each other to learn.          We will show respect and care for everyone's property, equipment and surroundings.          We will wear our school uniform with pride.</p>	<p><b>Consequences</b></p> <p>If I do not follow one of the rules adults and children will feel unsafe or sad.</p> 	<p>Name _____ Year _____</p>	