

SACRED HEART CATHOLIC PRIMARY SCHOOL



*Love of God, Love of one another,
Love of our world, Love of learning.*

Positive Behaviour Management

Date	Review Date	Coordinator	Nominated Governor
SEPT 2020	SEPT 2021 (Annually)	L. Bragard	Personal Development Behaviour and Welfare Portfolio Holder

Statement of Behaviour Principles

In our school positive behaviour is encouraged by asking pupils and staff to follow the **Heart of Sacred Heart**. The school community is encouraged to follow these guidelines that are based on our Christian mission statement and our shared core values.

The Heart of Sacred Heart

Put my trust in God.

Have faith in myself and others.

Always try to do my best.

Work hard to achieve my targets.

Look after God's world.

Be responsible for my actions.

Be a proud and enthusiastic member of the Sacred Heart Community.

Make the right choices.

Be a good friend.

Treat others as you want to be treated.

Love one another.

Our principles are that:

- Staff and pupils will follow the **Heart of Sacred Heart**.
- We recognize that we are all able to make mistakes and we can learn from them. Our **faith** in God means that we must enable each other to move forward when we make a wrong choice through reconciliation and a positive approach to behave better in the future.
- We recognize that we are all children of God and therefore we aim to love one another despite our differences. We will treat each other with **respect and compassion**.
- We make others feel valued by what we do and what we say and we will ensure that we do not treat others badly because of their differences.
- We will take **responsibility** for our actions to ensure that everyone can do well.
- We aim to **achieve** and so we ask that everyone applies our policy consistently so everyone is treated fairly.
- We celebrate our **achievements** together.

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- When things go wrong the staff will take quick and effective action to keep everyone safe and ensure that poor behaviour is managed well.

Encouraging Positive Behaviour

Pupils and staff evaluate their behaviour against the **Heart of Sacred heart**. The expectation is that every child starts the day on orange and that this reflects the behaviour we would expect every day. Pupils are rewarded for better than good behaviour by moving up the card system as detailed below. Pupils are given a visual indication of their behaviour in class by the card system

Yellow	Exceptional behaviour, sustained effort, a selfless act
Green	Engaged in your work, participating in class, showing kindness
Orange	Expected attitudes and behaviour
Red	Being disruptive or disrespectful, not engaging in class
Purple	Ignoring warnings, serious offence

As we always want to promote positive behaviours, pupils and staff work together to enable pupils to move up the card system wherever possible. When a pupil moves down because of a bad behaviour the expectation is that the pupil will be reminded of what is expected to enable them to behave well. We learn how to behave in childhood and so it is important to recognize that children are behaving well even though they have behaved poorly that same day. We aim to help each other recognize the wrong choice that has been made, to apologise for it and aim to behave better in the future.

Pupils and staff evaluate pupils' behaviour half termly against the **Heart of Sacred Heart**. A colour is awarded as a reflection of behaviour across a half term and an overall colour is determined at the end of the year so that good behaviour can be rewarded at the end of the academic year.

Pupils who are not in line to be rewarded are given careful guidance and targets to improve, and staff work with parents where necessary. Staff may upgrade pupils' colours if significant or maintained improvement is seen.

All adults within school are able to reward or encourage positive behaviour by changing a child's position within the card system.

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We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of bad behaviour. We realise pupils' behaviour improves and they feel safer and happier in school if school staff consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not acceptable, as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils. ***Due to the added risk of COVID-19 we can still use reasonable force if needed but staff will need to ensure that they adorn PPE when in close proximity to children. Where possible we will try to remove the other children safely from their environment but due to limited space available this may not always be possible. If these actions are necessary the parents will be informed immediately. A risk assessment would be completed or amended if one was in place already. Strategies would be put into place to reduce the risks.***

We have in place systems designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. In such an instance school staff will talk to individual children about their concerns or worries or just to calm them down if something has upset or angered them. ***Due to arrangements of spaces due to COVID-19 these spaces are limited and may, in some cases, be a space in their own classrooms. In extreme cases SLT will be contacted and the child in question will be removed from the room and brought to the SLT office.***

Parents have a duty to ensure their children are well behaved and attend school regularly as good behaviour and attendance are vital to allow children to do well at school.

We have a duty to safeguard children, young people and families and any concerns will be reported to the Designated Safeguarding Lead.

We understand that Headteachers and school staff authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have an item in school that is forbidden.

We have decided that the following items are forbidden in this school: knives or weapons, alcohol, drugs or medicines, stolen items, tobacco, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions. We ask that mobile phones or other communication devices are placed in the school office.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

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We as a school community have a commitment to promote equality and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

The school will work in partnership with home and external agencies to maximize the chances of every pupil behaving responsibly *especially post COVID-19*.

If a child's behaviour is deemed high risk due to COVID-19, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, SLT must be informed and parents will also be informed. If after strategies and behaviour plans are put in place and high risk behaviour continues then they could be at risk of exclusion.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying behaviour management throughout the school through the application of this policy.
- To protect children from the all safeguarding risks including radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Local Governing Body

The Local Governing Body has:

- the duty to set the framework of the school's policy on positive behaviour management after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;

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- appointed the deputy and assistant headteachers to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equality's legislation;
- nominated the leadership and management portfolio holders to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - discussing improvements to this policy;
 - organising surveys to gauge the thoughts of all pupils;
- nominated the personal development behaviour and welfare portfolio holders to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy;
- ***ensure that the policy reflects risks and additional needs linked to COVID-19.***

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour;
- model the behaviour through the Gospel Values that they want to see from school personnel;
- ensure all school personnel, pupils and parents are aware of this policy;
- ensure school personnel apply this policy consistently;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure ***Heart of Sacred Heart*** is displayed around the school and that all stakeholders know what it is;

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- ensure that individual children talk about their concerns or worries or are calmed down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - take action if school personnel do not follow this policy
 - consistently inform parents of this policy
 - ensure school personnel praise good behaviour and work
 - ensure school personnel understand the additional needs of all pupils in their care
 - monitor the number of sanctions and rewards given by individual school personnel
 - have in place clear strategies for pupils who are likely to misbehave including behavior plans
 - ensure school personnel are aware of these strategies and apply them
 - ensure risk assessments are up to date and in place for children where necessary
 - have in place support mechanisms and strategies for pupils with behaviour difficulties
 - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school **including additional risks associated with COVID-19**;
- work with the School Council to review the **Heart of Sacred Heart** to encourage good behaviour and respect for others;
- recommend to the Governing Body the use of a behaviour plan:
 - in cases of poor attendance;
 - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
 - **Where there is a risk of transmission for COVID-19.**
- work closely with the personal development, behaviour and welfare portfolio holders and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing:
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying

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- strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- **ensure that the policy reflects risks and additional needs linked to COVID-19;**
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school by working closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide positive handling training when the need is required;
- provide training for all staff on induction and when the need arises **and in relation to the risk of COVID 19;**
- keep up to date with new developments and resources;
- work with the School Council to review and monitor this policy;
- monitor school support systems and undertake classroom monitoring;
- monitor behavioural incidents;
- Collate and analyse behavioural data;
- analyze the concerns from the 'worry boxes';
- **to ensure staff are aware of deliberate risks linked to COVID-19 such as deliberate spitting, coughing and breaches of social distance and what actions to take;**
- track pupils with behavioural concerns through behavior plans, ISPs **highlighting additional needs and responses due to COVID 19;**
- ensure risk assessments for pupils with behavioural needs are created and share with all parties **highlighting the additional response necessary for COVID 19;**
- to support and create links with parents;
- deal with external agencies to improve and support behavioural needs;
- review and monitor;
- Keep SENCO and safeguarding team informed of anxieties and incidents of poor behaviour;
- report annually to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy ensuring consistency throughout the school;
- Ensure consistency in behaviour management;
- have in place clear classroom routines and maintain consistency in applying these routines;
- work with pupils to compile a list of class rules that are displayed and discussed as and when needed;

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- provide well planned, interesting and demanding lessons that are key to maintaining good behaviour ***including when planning for the recovery curriculum.***
- encourage and praise good behaviour and good work ***even more so due to COVID-19 and returning to school in these times;***
- promote respect for others through our love of God and one another;
- ***to ensure that children know that intentional high risk behaviours linked to COVID-19 are not acceptable and could lead to exclusion. Behaviours such as deliberate breaching of social distancing, deliberate coughing and spitting etc.***
- ***to remember that children have been absent from school for a significant time and some adjustments will need to be made to ensure that children feel safe and secure.***
- apply all rewards and sanctions fairly and consistently and according to this policy;
- promote self-discipline amongst pupils;
- deal appropriately and calmly with any unacceptable behaviour;
- support the creation of behavioural plans for pupils with behavioural needs;
- apply behavioural plans of individual pupils consistently and share with necessary staff in the classroom;
- take an active part in supporting the creation of risk assessments;
- report and record behavioural incidents in the classroom and around the school;
- ***If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, SLT must be informed.***
- be aware of, understand and respond to the additional needs of pupils in their care and strategies to support these pupils ***and adapting these due to COVID 19;***
- discuss pupil behaviour, identify problems and offer solutions at staff meetings ***and any other meetings with leaders and parents;***
- attend training on behaviour management and equality;
- attend training on positive handling training;
- use positive handling techniques when needed ***and ensure appropriate PPE is worn;***
- maintain high standards of integrity and behaviour within and outside school so as not to undermine Catholic values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care ***with special attention to the risks from COVID 19;***
- ensure equality within schools by reporting and dealing with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.
- In cases where behaviour is disruptive and that it is causing harm to others or seriously disrupting learning time contact SLT.
- Report any concerns in regards to their behaviour to the SENCO as they may need additional emotional support or external agency support; ***in particular returning to school post COVID-19.***

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Role of Pupils

Pupils will:

- be aware of and comply with this policy by following ***The Heart of Sacred Heart***;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- take part when possible discussions about their behaviour and follow behavioural plans when they are required,
- Understand the rewards and sanctions in place at school;
- ***to know that intentional behaviour linked to COVID-19 is not acceptable and could lead to exclusion such as breaching social distancing with intent, spitting etc.***
- liaise with the school council make suggestions about improving school behaviour.

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy by promoting good behaviour and supporting school rules and sanctions;
- ensure their children understand and value the meaning of good behavior as described in the school's code of conduct ***The Heart of Sacred Heart***;
- attend meetings to discuss behavioural needs as and when they arise including behavioural plans and risk assessments;
- ***make children aware of additional risks and that intentional behaviour linked to COVID-19 such as intentional breaching of social distancing; spitting etc. is not acceptable;***
- support behavioural plans for their children;
- ***understand the added risks in relation to COVID-19;***
- ***to share any concerns they have in regard to COVID-19 and their child's behaviour;***
- have good relations with the school endorsed by signing the school's 'Home-School Agreement'.

Sanctions

Sanctions which must be applied fairly and consistently have been devised:

- by the school leadership;
- not to be degrading or humiliating to any pupil;
- Pupils are aware that a purple card means they will be sent to the headteacher or a member of the senior leadership team in their absence;
- For other inappropriate behaviours sanctions may include:
 - Reprimanding;

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- Loss of playtime, supervised by a member of staff;
- Contacting parents;
- The use of behaviour cards or reports.

A system is in place to ensure that no child ever misses out on sanctions or rewards.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term; or
- permanent exclusion.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website;
- the staff handbook;
- parent meetings or school events;
- weekly newsletters;
- reports to parents and Headteacher reports to the Governing Body;
- information displays in the school.

Training

All school personnel:

- receive training on this policy on induction and periodically which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
 - Pupils at risk of disaffection
 - Pupil support programmes
 - Equality and Inclusion

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.