



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 |
|---------------|---------------------------|------------------------------|---|
| February 2021 | Yearly/When changes arise | L. Bragard Inclusion Lead | Personal Development Behaviour and Welfare Portfolio Holder |

Rationale

“A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another.”

John 13:34 – 35

We believe that the actions and attitudes of children and adults in a school community should be directed towards providing a safe, happy and caring environment. The school promotes standards of behaviour that reflect Gospel values and positive, loving relationships, in line with the mission of the school. All staff and parents are expected to promote high standards of behaviour by following the Gospel values, and being exemplary role models of positive behaviour, mutual respect and forgiveness towards all others.

Aims

We aim:

- To create an ethos that makes everyone in the school community feel valued and respected
- To promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, safe and secure.
- 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 ensure compliance with all relevant legislation connected to this policy.

These aims will be best achieved when adults treat children with respect, consideration and consistency, and in return expect respectful co-operation from children. We recognise that pupils' behaviour improves when they feel safer and happier in school. These expectations will be best met when the adults are generous with praise and sparing with correction. It is essential that at no stage should a child feel that he/she is unacceptable, but simply that their actions at that time are at fault. In line with the school's promotion of



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Gospel values, the overriding points in managing children's behaviour are that of Forgiveness and Reconciliation. We must always start the next day afresh.

The Heart of Sacred Heart

At Sacred Heart 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 "Love of God, Love of One Another, Love of Our World and Love of Learning" and also our shared core values of Respect, Responsibility, Faith, Compassion, Achievement and Equality.

| <i>The Heart of Sacred Heart</i> |
|---|
| <i>Put my trust in God.</i> |
| <i>Have faith in myself and others.</i> |
| <i>Always try to do my best.</i> |
| <i>Work hard to achieve my targets.</i> |
| <i>Look after God's world.</i> |
| <i>Be responsible for my actions.</i> |
| <i>Be a proud and enthusiastic member of the Sacred Heart Community.</i> |
| <i>Make the right choices.</i> |
| <i>Be a good friend.</i> |
| <i>Treat others as you want to be treated.</i> |
| <i>Love one another.</i> |

Our principles are that:

- Staff and pupils will follow the **Heart of Sacred Heart**.
- We recognise 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 recognise 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 and remember that we are all **equal** in God's eyes.
- 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.

Going for Gold - Encouraging Positive Behaviour

Pupils and staff evaluate their behaviour against the **Heart of Sacred heart**. **From Year 1 pupils use the "Going for Gold" chart to reflect upon their learning behaviours**. The expectation is that every child starts the day on an orange card and that this reflects the behaviour we would expect every day. Pupils are rewarded for better



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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 regularly in class |
| Purple | Ignoring warnings, serious offence |

We always want to promote positive behaviours in our pupils. Therefore, pupils and staff work together to enable pupils to move up the coloured card system wherever possible. To enable children to do this staff use a variety of positive reinforcement to encourage children. Examples of this include:

- The use verbal praise.
- The use of celebrations such as clapping in class.
- Smiley faces or stickers given by teachers in their books or on their work.
- Reward with house points.
- Praise given by other staff including senior leaders and the headteacher.
- Pupils visit senior leaders in the school to show their good work
- Mini certificates given for good work.
- Sharing good learning with parents through social media.
- Sharing good work through celebration assemblies and star of the week certificates.

Pupils and staff evaluate pupils' behaviour half termly against the Heart of Sacred Heart. An overall colour is awarded as a reflection of behaviour across a half term and at the end of the year so that good behaviour can be rewarded at the end of the academic year. Going for Gold letters are sent home to parents identifying their overall colour for the year. If children are orange or below staff will give strategies for children to enable them to improve their behaviour at school and obtain Gold.

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

Routines in the school day

At Sacred Heart we believe children will follow the Heart of Sacred Heart not only in their classroom but also throughout their school day.

Classroom

In the classroom children will follow the Heart of Sacred Heart by:



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- Showing kindness and respect to all members of the class.
- Walking in and out of the classroom in an orderly manner.
- Completing learning tasks to the best of their ability.
- Taking care of school equipment and using it appropriately.
- Following learning instructions given.

In the classroom adults will follow the Heart of Sacred Heart by:

- Showing kindness and respect to all members of the class.
- Expecting high standards of behaviour and learning.
- Planning a stimulating curriculum and learning environment.
- Setting an example of tidiness.
- Creating exciting classroom displays reflecting the learning.
- Organising the room so that children can operate effectively.
- Being aware of modifications to a child's provision linked to a behavioural or special needs plan.
- Recording behaviour incidents on online behaviour log.

Assembly

In assemblies children will follow the Heart of Sacred Heart by:

- Walking to and from assembly in a safe and quiet manner.
- Participate respectfully in prayer, worship and moments of quiet reflection.
- Participate in assembly through singing, discussing questions, raising their hand when answering questions or talking to their talk partner.
- Sit sensibly listening to the person conducting assembly without interruption or disruption.

In assemblies adults will follow the Heart of Sacred Heart by:

- Ensure children leave and return to class in an orderly manner.
- Ensure children are dressed smartly.
- Ensure they are punctual to assembly, especially if leading the assembly.
- Participating in assemblies through singing, discussing questions with children, reminding children of good behaviour when needed.

Lunch and Break Times

At lunch and break times children will follow the Heart of Sacred Heart by:

- Leaving the classroom/dinner hall and entering the classroom/dinner hall in an orderly manner.
- Standing still when the whistle is blown or the bell rings at lunchtime and listen to instructions given.
- Lining up quickly and quietly at the end of lunch and returning to the class in single file.
- Being polite to all adults in the hall and playground.
- Reporting any behaviour problems to adults.
- Using playground equipment safely and sensibly.



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- Respecting others and the games they are playing without interfering.
- Using the adventure playground area only when there is adult supervision.
- Eating their lunch sensibly by:
 - not talking whilst chewing.
 - using cutlery.
 - not playing with their food.
 - not sharing their food with others.
 - tidying up and ensuring their space is clean.
 - not dropping food on the floor.
- Using appropriate language with others at lunchtimes.
- Staying within the perimeter of the playground.
- Keeping others safe by following “The Heart of Sacred Heart.”

At lunch and break times adults will follow the Heart of Sacred Heart by:

- Being on duty promptly.
- Keeping vigilant when on playground duty.
- Intervening before a significant incident occurs.
- Listening to concerns from children and finding resolutions.
- Making positive contributions to playtime through playing games, singing songs etc.
- Recording incidents using online behaviour forms and informing the teacher at the end of lunchtime.
- To collect children promptly when lunch and break times are over.

Walking Around the school

When walking around the school children will follow the Heart of Sacred Heart by:

- Treating others with respect and being polite.
- Holding doors for adults and others around the school.
- Stepping to one side when adults are walking towards them.
- Carrying out tasks sensibly and in a safe manner.
- Collecting and returning equipment safely.

When walking around the school adults will follow the Heart of Sacred Heart by:

- Praising good behaviour.
- Correcting behaviour when needed.
- Having high expectations of behaviour.
- Investigating any disturbances.
- Sharing incidents with class teachers so they are aware.

Using the toilets

When using the toilets children will follow the Heart of Sacred Heart by:



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- Using the toilet properly.
- Observing hygiene practises.
- Keeping the areas tidy.
- Reporting any mess or hazards to an adult immediately.

Fire Alarm Sounds

When the fire alarm sounds children will follow the Heart of Sacred Heart by:

- Keeping quiet, remaining calm and listening to the adult in charge.
- Leaving through the nearest external exit.
- Walking to the class assembly point.
- Listening to their name when the register is called and responding.

Sanctions

At Sacred Heart School we will always start with positive reinforcement and encouragement to ensure children are well behaved at school and make links to “The Heart of Sacred Heart.” Staff would continue to attempt to use positive strategies to engage children and would use different strategies for children with additional needs. When a child's behaviour becomes more difficult and challenging, there are sanctions. These sanctions will be applied promptly, consistently and fairly across the school and not to humiliate or embarrass the child. In line with the school's promotion of Gospel values, the overriding points in managing children's behaviour are that of Forgiveness and Reconciliation.

Low-level Consistent behaviour

1. The adults will use positive behaviour management strategies to promote and encourage improved behaviour.
2. The adult will use non-verbal cues or point out good behaviour of others to encourage the child to improve their behaviour.
3. The child may be given a reminder of previous good behaviour to encourage them to make a positive choice.
E.g. “You showed fantastic Math skills *yesterday*, let's see if you can do that again today.”

The above strategies are usually effective in improving behaviour for the majority of children. There may be times when further support is required or additional steps need to be taken.

4. If behaviour does not improve and all previous strategies have been exhausted then the child will be



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reminded of the need to improve their behaviour otherwise their card will be moved down.

5. Where it is necessary to move a card down, an explanation is given as to why, focusing on the behaviour being shown and the choices a child can make to improve.

On the rare occasion that the above strategies are not effective in enabling a child to improve their behaviour and/or behaviours are causing serious disruption or risk to others or themselves, further intervention may be required.

6. If the behaviour has not improved after further positive reinforcement then the child's card is moved down and an explanation is given to why, focusing on the behaviour shown. If the behaviour is causing serious disruption or risk of harm, the child is then taken to a member of SLT. If the child will not leave the classroom an adult will inform SLT and the child will be collected from class. If there is no additional adult a red emergency card will be sent to the office with 2 children and SLT will be informed.

7. After some reflection time out of the classroom it may be possible for the child to return to class if appropriate. Once back in the classroom staff will be looking for moments to re-engage the child to move their card back up the chart swiftly.

Unsafe Behaviour

In the event that a child's behaviour becomes unsafe and poses risks to people or property, then a member of SLT will be called immediately. The child will be collected from the classroom and accompanied to a supervised space. If the child's behaviour is putting others at risk of harm and are not leaving the space willingly the teacher may decide to remove the rest of the pupils from the room. The pupil will then be left safely with adults in the original space.

Examples of unsafe behaviour might include:

- Verbal abuse
- Racial abuse
- Physical abuse
- Threatening behaviour
- Inappropriate language
- Defiance
- Damaging school environment or property

Behavioural Needs

We recognise that some children have difficulties in managing their emotions and behaviours and this can be due to a number of factors. If a child is displaying a pattern of concerning behaviour that requires additional



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support the school's Inclusion Team will work to support the child. This may involve a behavioural plan appropriate to the child's needs which will be drawn up in consultation with the pupils, parents, class teacher and Inclusion Team. This will consider the possible triggers for this behaviour and strategies to support the child. If appropriate a risk assessment may also be drawn up at this point. The behaviour plan will be reviewed on a regular basis.

Exclusion

In exceptional circumstances it may be necessary to take the rare step of excluding a child. The application of an exclusion will be a matter of judgement for the Headteacher in accordance with the school's published behaviour policy. A decision to exclude a pupil will only be taken as a last resort and only;

- in response to a serious breach
- where allowing the pupil to remain in school would be detrimental to the wellbeing of themselves or others.

School exclusions will be managed in accordance with Southend Borough Council Guidance. <https://www.southend.gov.uk/school-attendance/exclusion-school>

The Use of Reasonable Force

At Sacred Heart School we are aware that we have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Circumstances may occur which require physical intervention including controlling or restraining pupils. This will only be used as a last resort and the child's wellbeing will be considered at every point of intervention. All incidents will be recorded and parents informed.

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;
- 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;



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- 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;
- 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 regularly;
 - 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;

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;
- 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



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- 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
- report to the Governing Body the use of a behaviour plan where this is necessary
- 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
 - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- 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;
- Source and provide positive handling training when the need is required;
- provide training for all staff on induction and when the need arises keep up to date with new developments and resources;
- monitor school support systems and undertake classroom monitoring;
- monitor behavioural incidents;
- Collate and analyse behavioural data;
- analyze the concerns from the 'worry boxes';
- track pupils with behavioural concerns through behavior plans, risk assessments and ISPs ensure risk assessments for pupils with behavioural needs are created and share with all parties
- to support and create links with parents;
- Work with external agencies to improve and support behavioural needs;
- Work with the SENCO and safeguarding team where appropriate to improve and support behavioural needs;
- 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;



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- build positive relationships with all pupils in their care;
- 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;
- provide well planned, interesting and demanding lessons that are key to maintaining good behaviour
- encourage and praise good behaviour and good work promote respect for others through our love of God and one another;
- apply all rewards and sanctions fairly and consistently in accordance with 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;
- be aware of, understand and respond to the additional needs of pupils in their care and strategies to support these pupils
- 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 if needed;
- 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; 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 discuss with SLT.
- Report any concerns in regards to their behaviour to the Inclusion Team they may need additional emotional support or external agency support;

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;
- take part in discussions about their behaviour and follow behavioural plans when they are required,
- understand the rewards and sanctions in place at school;

Role of Parents/Carers



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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***;
- understand that their response to school has a direct bearing on the children's behaviour and attitudes;
- be a positive role model for their children;
- approach the school with any behavioural concerns that arise;
- attend meetings to discuss behavioural needs as and when they arise including behavioural plans and risk assessments;
- support behavioural plans for their children;
- have good relations with the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website;
- the staff handbook;
- parent meetings or school events;
- Going for Gold reports to parents;
- Headteacher reports to the Governing Body.

Training

All school personnel:

- receive training on this policy on induction and periodically which specifically covers:
 - Positive Behaviour management techniques
 - Safeguarding pupils
 - The use of reasonable force, where applicable
 - Dealing with bullying
 - Pupils at risk of exclusion
 - 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.



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Positive Behaviour Management - Coronavirus Addendum

Scope

- This addendum applies until further notice.
- It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.
- We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Role of Pupils

When in school pupils will need to follow the rules below to keep themselves and others safe:

- continue to follow “The Heart of Sacred Heart”
- try to maintain social distancing as much as possible, unless the children are very young;
- wash hands regularly through the school day or use hand sanitiser;
- ensure that they do not breach social distancing on purpose;
- follow the one way systems in place around the school;
- ensure when sneezing and coughing they do so in a tissue and dispose of this immediately and then wash their hands avoiding touching their mouth, nose and eyes;
- ensure they tell an adult immediately if they are feeling unwell including coronavirus symptoms;
- not share their food with another pupil or adult;
- will play only in their designated areas on the playground;
- to not intentionally cough or spit at another person;

When at home pupils will;

- complete home learning tasks set for them online for each day and upload if possible to online learning platform;
- follow “The Heart of Sacred Heart” when working online;
- to be available for live meetings;
- use year group remote learning email for support with learning;
- report any online behaviour concerns to the school;
- ensure that when video conferencing;
 - the environment is quiet and free from distractions
 - the background (and foreground) is appropriate (Be mindful of what is visible behind you/in front of you)
 - they are suitably dressed.
 - they remain attentive.
 - mute microphones until asked to unmute;
 - raise hand when wanting to speak;



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- they communicate in a courteous way at all times to both teachers and fellow pupils. (Remember what we always say about social media, when you type something, 'it's always there and you can't take it back'. So be careful of what you say and write)
- if feeling unsafe, hang up and call the school straight away with the concern.

Role of Parents

Parents will:

- maintain social distancing when dropping off and picking up children from school;
- support their child with their home learning when needed;
- ensure that the home environment is suitable for learning;
- follow the guidelines for video conferencing and be there when children are "live;"
- be ready to collect their child promptly if displaying coronavirus symptoms;
- be ready to collect their child if they are displaying unsafe behaviour;
- support any uploading of learning to online platforms daily;