



*"A community rooted in Love, growing in Faith and Truth. Learning with Christ in our hearts"*

# **Sacred Heart Catholic Voluntary Academy**

**Part of  
The  
Blessed Peter Snow  
Multi Academy Trust**

**Behaviour Policy  
Revised and Reviewed  
October 2016**

## **Produced by the Staff and Academy Council of Sacred Heart**

### ***This philosophy can be supported by the following***

*The following Statement is central to our philosophy on behaviour.....*

We at Sacred Heart believe that the Catholic Faith is central to and permeates all aspects of school life. We aim to achieve this through the teaching of the curriculum, prayer and worship.

All members of the staff at Sacred Heart, both non-teaching and teaching, will be encouraged and supported to develop their talents and skills for their own professional development and for the benefit of the school.

We aim to foster a caring environment where individuals value and respect one another.

We will develop effective communication through sensitive talking and listening.

We will positively encourage and enable the children to fulfil their own potential, building their self-confidence and self-esteem and equipping them with the knowledge and skills they will require in later life.

We aim to increase each child's awareness of the need for discipline and ultimately develop self-discipline.

We recognise the importance of, and aim to develop a working reciprocal partnership between home, school and parish. We also encourage the children to take an interest in and play an active part in the wider community.

As followers of Jesus Christ our Mission at Sacred Heart is to provide the opportunity for each individual to develop intellectually, morally and spiritually in a happy and caring environment.

This policy has been written to encompass the expectations detailed in our Home School Agreement, complies with and has regard to the Equality Act/Human Rights, and the government's guidelines on exclusions

### ***Each individual has:***

*The right to be valued*

*The responsibility to value others*

*The right to be safe*

*The responsibility to keep others safe from harm*

*The right to achieve*

*The responsibility to allow others to work or achieve*

### ***AIMS OF THE POLICY***

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose

### ***Expectations***

## **INVOLVEMENT OF PARENTS AND PUPILS**

The children are aware of and have helped to formulate both class rules and the school rules.

A simpler form of this policy has been formulated to be presented to parents and pupils to enable an effective partnership between home and school.

*Through the following expectations we aim to encourage respect for everyone*

1. Self-discipline and independence with or without supervision
2. The addressing of everyone politely and respectfully.
3. Listening attentively
4. Sensible application to work in class.
5. Respect for each other, co-operation and courtesy.
6. Quiet / careful movement around school, observing rules and safety.
7. Safe activities in the playground.
8. Care for the school environment, their own property and that of others.
9. Good manners at all times.

## **Children's responsibilities**

- To work to the best of their abilities and allow others to do the same;
- To treat others with respect;
- To follow the instructions of the school staff;
- To take care of property and the environment in and out of school;
- To wear the correct uniform;
- To co-operate with other children and adults.

## **Staff responsibilities are:-**

- To treat all children fairly and with respect;
- To raise children's self-esteem and develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment, physically and emotionally;
- To use rules and sanctions clearly and consistently;
- To be a good role model;
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- To recognize that each is an individual;
- To be aware of their individual needs;
- To offer a framework for social, emotional, spiritual and moral development.

## **Parents/Carers can help by:-**

- Making children aware of appropriate behaviour in all situations;
- Encouraging independence and self-discipline;
- Showing an interest in all that their child does in school;
- Fostering good relationships with the school;
- Supporting the school in the implementation of this policy;
- Being aware of the school rules and expectations;
- Offering a framework for social, emotional, spiritual and moral development;

## **OUR SCHOOL RULES**

- We follow instructions immediately
- We keep hands, feet and objects to ourselves.
- We will show good manners to all at all times.
- We will show care and consideration towards others.
- We will care for property.
- We will listen and take turns.
- We will move around school quietly and safely.
- We will work to the best of our ability.

## **WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR**

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set standards of behaviour through example
- We praise good behaviour both privately and publicly
- We aim to have a positive approach to behaviour recognising each child as an individual whose efforts will be valued and praised accordingly.

## **Examples of STRATEGIES FOR POSITIVE ENCOURAGEMENT**

- Reinforcing good example
- Showing others good work. i.e. Class Teacher, Headteacher, Parent or other children
- Verbal praise
- Star Worker assemblies throughout term.
- Positive feedback to parents
- Lunchtime stickers
- Reward stickers
- Headteacher award

## **Our Approach to RESOLVING CONFLICT - 3 STEPS**

- The others listen with no interruptions.
- They are encouraged to maintain eye-contact.
- Each child has a turn to say:
  - 1) What the other(s) has/have done to upset them.
  - 2) How they feel about it.
  - 3) How they would like them to behave in future.
- No-one is allowed to interrupt or argue
- They go on taking turns until everyone is finished.
- The adult makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact and the conflict is resolved.

## **Attitude Behaviour System**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. **Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. **Praise** can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

## **Praise and reward behaviour you want to see.**

### **Rewards**

#### **1) General**

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to, school life,
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of Star Worker, swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.). Awarding Team Points.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Buddies, Monitors, School's Council etc.
- Notes home to parents to reinforce the standards you want to see.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

#### **2) Whole School Reward System:**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Team Points. Teams are randomly selected each ½ term to ensure fair membership. Team Points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners/ holding doors open.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Team Points the member of staff should reinforce the good behaviour e.g. 'You can have a Point for waiting so patiently'.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The Team with the most points in each class is recognised and celebrated on a weekly basis in our Star Worker Assemblies and in addition the winning Teams from each class are grouped to receive a special treat e.g. an extra playtime, juice and biscuits, sporting /art activity.

#### **3) Certificates**

Our weekly Starworker assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are invited to attend and witness the presentation of certificates.

### **RULES AND SANCTIONS**

- Limits need to be clear and negotiated/discussed/talked through in each class e.g. each class devising own class rules which are broadly in line with the 'school rules' above.
- Class rules would belong to the class and be adopted by any staff teaching that class.

- Class rules would be generally consistent between classes but could highlight particular concerns for that class.
- Class rules can change in response to behaviour trends/concerns.

### **Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

**Note** See also our policy on the use of 'Physical Intervention'.

- If behaviour results in physical or verbal abuse towards a teacher/adult the incident **MUST BE** recorded on CPOMS and the SMT alerted. Parents will be invited into school to discuss next steps.
- If physical intervention (Team Teach) of any kind is required then a 'Significant Incident form' should be completed as soon as possible, the intervention recorded on CPOMS and SMT alerted.
- Any other incident deemed 'serious' or resulting in injury should be recorded on CPOMS and the SMT alerted.

We have an agreed stepped system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonable possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the child i.e. 'that was a silly thing to do because...and not 'you are a silly boy'

### **SANCTIONS PROCEDURE**

Through whole school, Key Stage and class discussions, children will be familiar with our procedures and know what will happen next, if they refuse the sanction or continue with the behaviour.

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, fixed term exclusion and for repeated offenders permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to.

Any unacceptable playtime or lunchtime behaviour will be recorded by the member of staff on duty on a class behaviour log, dealt with appropriately in line with the school sanctions and if warranted will be recorded on CPOMS .

*If unacceptable behaviour occurs the following 'stepped approach' will be used:*

*In each class there is a large triangle which is segmented into four coloured steps.*

**Green - It's great to be Green**

**Yellow - I have been reminded**

**Amber - My behaviour has become a concern**

**Red - I have really let myself down**

Sacred Heart Catholic Voluntary Academy Behaviour Steps October 2016

Step	Examples of Behaviour	Examples of Reward and Sanctions
GREEN	<p style="text-align: center;"><u>We are all learning</u></p>	<ul style="list-style-type: none"> <li>• Children who remain on GREEN for 80% of the week enjoy full entitlement to 20 minutes <b>Golden Time</b> on a Friday. Children who have not achieved 80% lose <b>4 minutes Golden Time</b> for each day they have been on <b>AMBER</b></li> <li>• Children who achieve for 80% or over (step 1 or 2) for a whole term will receive a Postcard Home.</li> <li>• Children who achieve 80% or over (step 1 or 2) for a full Year will receive special reward e.g. Class / KS Treat</li> </ul>
YELLOW	<p><u>Examples of unacceptable behaviour</u></p> <ul style="list-style-type: none"> <li>• Talking on the carpet</li> <li>• Talking in a line going into assembly</li> <li>• Calling out</li> <li>• Rocking on chair</li> <li>• Unsatisfactory work</li> <li>• Talking whilst the teacher is talking</li> <li>• Stopping my partner from working</li> <li>• Running along the corridor</li> <li>• Dropping litter</li> <li>• Being in the wrong place in the playground</li> <li>• Not acting on a request (i.e. put that pencil away)</li> <li>• Distracting others (e.g. tapping, fidgeting)</li> <li>• Refusing to share</li> <li>• Not completing work because of lack of concentration</li> <li>• Talking in assembly</li> <li>• Stopping my partner or someone else in the class from working</li> <li>• Calling another child silly names</li> </ul>	<p style="text-align: center;"><u>For a first offence you could</u></p> <ul style="list-style-type: none"> <li>• Give a verbal request/warning</li> <li>• Ask for repetition of unsatisfactory work</li> <li>• 5 minutes standing still to reflect</li> <li>• Move to sit in a different place in the classroom</li> <li>• Work to be completed at playtime / lunchtime (class teacher (Rota agreed) to supervise)</li> <li>• Time spent in a given place at playtime / lunchtime and name entered into class sanction book.</li> </ul> <hr/> <p style="text-align: center;"><u>For a second offence</u></p> <ul style="list-style-type: none"> <li>• The child will immediately move from <b>Green</b> to <b>Yellow</b> step</li> </ul> <p>This must be recorded on weekly behaviour sheet/spreadsheet</p> <p>Any of the above sanctions may also be applied</p>

<p style="text-align: center;">that upset them</p>	<p>Continued Repetition of any of the above will result in a move to <b><u>AMBER</u></b></p> <p><b><u>Children will immediately move to AMBER if they :</u></b></p> <ul style="list-style-type: none"> <li>• Answer an adult back or are being rude to an adult (this includes teachers, support staff and mid-day supervisors)</li> <li>• Using equipment in the wrong way (e.g. throwing / breaking/ spoiling / tearing a book)</li> <li>• Hurting another pupil</li> <li>• Spitting</li> <li>• Repeatedly not doing what you have been asked to do.</li> <li>• Refusal to work</li> </ul>	<p>This must be recorded on weekly behaviour sheet/spreadsheet</p> <p style="text-align: center;"><b><u>Sanctions which MUST be used</u></b></p> <ul style="list-style-type: none"> <li>• Child sent to KS Leaders and behaviour recorded.</li> <li>• A text message / slip will be sent to your parents telling them about your behaviour</li> <li>• Parents may be invited in to school to discuss your behaviour</li> <li>• Miss some/all of Playtime / lunchtime break (member of staff to supervise) where you will write an answer to the following questions - <ul style="list-style-type: none"> <li>✓ What have you done wrong?</li> <li>✓ What effect has it had on others?</li> <li>✓ How can I put it right?</li> </ul> </li> <li>• If the problem has happened in the afternoon then you will have a detention on the following day.</li> <li>• Sent to another class to work.</li> </ul>
<p style="text-align: center;">RED</p>	<ul style="list-style-type: none"> <li>• <b><u>Repeating any of the above behaviours or</u></b></li> <li>• Making it impossible because of very poor behaviour for the rest of the class to learn.</li> <li>• Repeated bullying</li> <li>• Racial name calling</li> <li>• Fighting</li> <li>• Being extremely disrespectful to any member of staff.</li> <li>• Swearing at a member of staff or child</li> </ul>	<p><b><u>Will result in a move to RED</u></b></p> <ul style="list-style-type: none"> <li>• You will be sent to Headteacher/ Deputy Head</li> <li>• A text message / letter will be sent to your parents asking them to come into school to discuss your behaviour.</li> <li>• A parent may be invited to spend a morning / afternoon in class with their child.</li> <li>• Playtime / lunchtime detention (member of staff to supervise)</li> <li>• You will write an answer to the following questions - <ul style="list-style-type: none"> <li>✓ What have you done wrong?</li> <li>✓ What effect has it had on others?</li> <li>✓ How can I put it right?</li> </ul> </li> <li>• You may not attend afterschool clubs for a week .</li> </ul>

		<ul style="list-style-type: none"> <li>You may not represent the school in any activity for a week.</li> <li>Possible lunchtime exclusion</li> <li>If the problem has happened in the afternoon then you will have a detention on the following day.</li> </ul>
<b>I N S T A N T E X C L U S I O N</b>	<p><b><u>INSTANT EXCLUSION</u></b></p> <p>You will be contacted to collect your child if your son / daughter does any of the following:</p> <ul style="list-style-type: none"> <li>Prolonged red behaviour</li> <li>Serious damage to property on purpose</li> <li>Putting themselves or other people in danger</li> <li>Hurts another pupil badly on purpose</li> <li>Swears directly at an adult</li> <li>Is aggressive and disrespectful</li> <li>Uses physical violence towards any member of staff</li> </ul>	<p><b><u>You will be sent to</u></b></p> <ul style="list-style-type: none"> <li>Headteacher/Deputy Headteacher</li> <li>Your behaviour will be recorded on your school record</li> <li>Your parents will be contacted and asked to come and collect you from school</li> <li>You will receive a fixed term exclusion</li> <li>You will <b><u>lose all</u></b> of your <b><u>Golden Time</u></b> for the week.</li> <li>You may not attend afterschool clubs for a week .</li> <li>You may not represent the school in any activity for a week.</li> </ul>

Whilst each new day **MUST BE VIEWED AS A NEW START** children who have been moved to **AMBER for 60% of the week** (3 days) will miss the **YELLOW STEP** if behaviour is repeated on any of the subsequent days/or first day of following week.

*Children who repeatedly misbehave may require additional support and or intervention, which after discussion with parents/carers may lead to :*

**A child being placed on an Individual Behaviour Plan (IBP)**

- Teacher will complete a Behaviour Assessment Profile following IBP meeting with parents/carers and child
- If deemed necessary we will seek advice and support from the variety of agencies available to us i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF (Common Assessment Framework)
- Set clear/realistic targets for behaviour agreed (maximum of three).
- Set clear rewards/consequences identified for success/failure (including possible exclusion).
- Provide daily feedback to child (x5), weekly feedback to parents.
- IBP to last a minimum of two weeks/ a maximum of 16 weeks, and reviewed fortnightly

*If targets are achieved remove from IBP .*

*If IBP failed, move to*

## **A Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.
- Complete a ISB.

*If behaviour improves return to IBP, If not move to*

### **(Headteacher) Internal Exclusion (5 days or more)**

- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter
- Parents may make representation to Pupil Discipline Committee
- Pupil Discipline Committee may meet but cannot reinstate
- Upon return to class, child stays on Contract of IBP for a minimum of four weeks.

*If behaviour improves return to class on a Behaviour Contract or IBP. If not move to*

### **Fixed Short Term Exclusion (up to 5 days per term) Following latest government guidance**

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or IBP for a minimum of four weeks.

*If behaviour improves remove from IBP. If not move to*

### **Fixed Long Term Exclusion (Up to 45 days per year).**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate
- Discipline Committee either reinstates or upholds this exclusion.
- Upon return to school or if reinstated child stays on Contract or IBP for a minimum of eight weeks.

*If behaviour improves remove from IBP. If not move to*

### **Consideration of a *Managed Move***

### **(Pupil Discipline Committee) Permanent Exclusion.**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (Parents/child may attend).
- Discipline Committee either reinstates or upholds exclusions.
- Parents notified of right to appeal.
- If appeal successful or reinstated, child stays on Contract or IBP for the maximum 16 weeks
- If appeal is unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;

- Serious deliberate damage to school property.

This policy:

- Was agreed by Staff and Academy Council September 2015
- Was, in consultation with Staff, Parents and Academy Council reviewed and revised October 2016