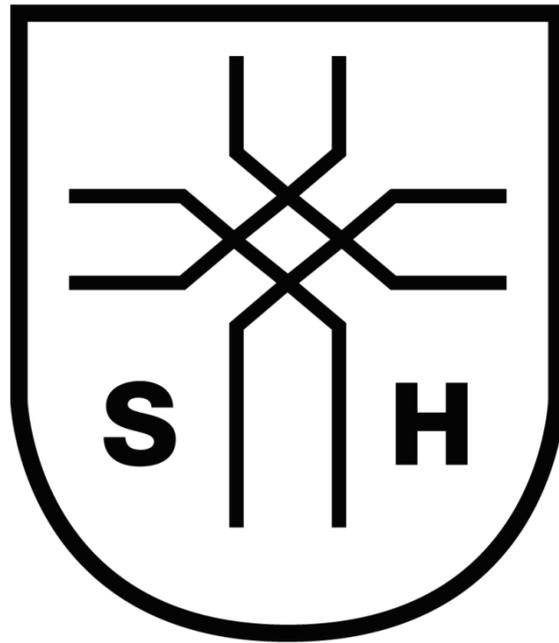


# Sacred Heart Catholic Primary School



## Positive Behaviour Policy

<b>Date approved</b>	July 2021
<b>Date of next review</b>	July 2022

**Equality Act Statement:**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Please refer to St John the Baptist Multi Academy Trust Equality & Diversity Policy

## **1. Aims and expectations of this policy**

- a) We aim to develop and nurture a positive self-image for each individual. At Sacred Heart Catholic Primary School, we believe that each child is a gift from God, made in His image and likeness and therefore entitled to be valued and respected as a unique individual.
- b) It is a key aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our school behaviour policy is designed to promote positive behaviour and encourage consistency in dealing with poor behaviour.
- c) Our priority is to promote positive relationships between all members of our school community, so that staff and pupils can work together effectively.
- d) The school expects every member of the school community to behave in a considerate way towards others. Specific expectations will be discussed and agreed with the children and staff at the beginning of each school year.
- e) 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.
- f) The school will promote and reward self-discipline, respect and care for all members of the school community, and good behaviour: while developing an ethos of kindness and co-operation.

## **2. Rewards and Incentives**

- a) We believe it is important to have reward systems that recognise all forms of academic as well as social success. The school acknowledges all the efforts and achievements of children both in and out of school. These successes will be regularly shared with children and parents. Each class will choose a 'Star of the Week' weekly. These will be acknowledged in a weekly Celebration Assembly and with a certificate that will be taken home. The details will also be uploaded weekly on the school website.
- b) We use 'Class Golden Time' as an incentive for children to demonstrate and reinforce positive behaviours and attitudes. This is awarded in increments of fifteen-minute time periods (45 minutes in total). There is a visual chart displayed in each classroom that only adults have access to. Golden time 'points' can be awarded for the following:
  - Forgiveness
  - Perseverance
  - Acts of kindness
  - Excellent work
  - Sharing
  - Homework
  - Cheerful attitude
  - Effort
  - Dealing with a problem patiently, etc.
  - Use of good manners/ politeness
  - Teamwork
- c) House points will be awarded to children also seen to be displaying the above qualities and attitudes. The children will be awarded certificates from the head teacher and house points will be totalled to form a winning house each term. The winning house will then receive a treat.
- d) Individual teachers may also have additional reward systems in place in their classroom.

## **3. Sanctions**

- a) The school employs a number of sanctions to support the school behaviour expectations, as well as to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation. This could include partial removal of 'Golden time' in minute intervals. However, this could potentially be earned back through demonstrating the positive attitudes and behaviours as detailed above.
- b) The class teacher discusses school and classroom expectations with their class. In addition, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that is

expected. Where appropriate, if there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

- c) It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly by **all adults across the school**.
- d) Children will be taught to take responsibility for their own behaviour through discussions and lessons.
- e) Consistent behaviour issues will be discussed with parents and referred to the Senior Leadership Team.
- f) A serious incident should be directly referred to the Headteacher and parents will be contacted that day.
- g) Lunchtime staff will follow the school behaviour procedures and will seek support/ advice from SLT where necessary.
- h) See Annex 1 for procedures for dealing with inappropriate behaviour.
- i) See Annex 3 for behavioural expectations, strategies and sanctions for EYFS

#### **4. Exclusion**

- a) If a pupil's behaviour is considered to be disruptive or violent, in spite of the application of all the appropriate measures/strategies and undermines the quality of teaching and learning for other pupils or puts them at harm, then procedures for the exclusion of the pupil will commence. In dealing with incidents resulting in exclusion of a pupil, the Head Teacher and Governing Body will follow the Guidelines for Exclusion by Peterborough Local Authority.
- b) Fixed term exclusions will be used if the incident, in the opinion of the Headteacher or in his absence, a member of SLT, is very serious. Examples include - physical violence towards pupils or staff.
- c) Fixed term exclusions will also be used if a child's behaviour shows no improvement after all available options to the school have been used and procedures followed.
- d) The ultimate sanction is to permanently exclude a child from school. This can only be carried out by the Headteacher.

#### **5. Bullying and Racism**

- a) We will not tolerate bullying or racism of any kind.
- b) If we discover that an act of bullying, racism or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour.
- c) Any reports of bullying will be dealt with by Key Stage Leaders or the Headteacher.
- d) Bullying is: -
  - Deliberately hurtful behaviour
  - Repeated over a period of time

#### **6. Physical Intervention**

- a) Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. *Please see the Physical Intervention Guidance for more information.*

#### **7. The role of parents/carers**

- a) We expect parents to support their child's learning and co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between the home and school. We inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour.
- b) The school aims to collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- c) We encourage parents to initiate contact with the school if they have any concerns.
- d) If the school has had to use reasonable sanctions to punish a child, we expect parents to support the actions of the school.

- e) If parents have concerns 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.

#### **8. The role of the class teacher**

- a) It is the responsibility of class teachers to ensure that the class expectations are followed in their classes and that their children behave in a responsible manner during lesson time.
- b) The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- c) The class teacher treats each child fairly and uses this behaviour policy consistently. The teachers treat all children in their classes with respect and understanding.
- d) If a child demonstrates behaviours that challenge repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if behaviours that challenge continue, the class teacher seeks help and advice from the Senior Leadership Team.
- e) The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child if there are any concerns. Further investigation may suggest that the child has an underlying need that needs to be supported.
- f) The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **9. The role of the Headteacher**

- a) It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- b) The head teacher will be made aware by the class teacher and/or SENCo of any child who needs additional support with behaviour in school. This will be discussed amongst relevant staff who will agree on the course of action/support required.
- c) The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- d) If the Headteacher excludes a pupil, parents must be immediately informed, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body.
- e) The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond 5 days.

#### **10. The role of the Governors**

- a) The Governing Body has the responsibility of approving these general guidelines on standards of behaviour, and reviewing their effectiveness.
- b) The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.
- c) The Governing Body will convene a discipline committee which will consider any appeals on behalf of the Governing Body. If they have to consider an appeal against an exclusion they should consider the circumstances in which the pupil was excluded and any representation by parents and the MAT.
- d) If the governors' appeal panel decide that a pupil should be reinstated, the Headteacher will comply with this ruling.
- e) It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure the school policy is administered fairly and consistently.

#### **11. Recordkeeping**

- a) The school keeps a variety of records concerning incidents of unexpected behaviour, including class behaviour records, whole school behaviour incidents and discussions held with parents.
- b) The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- c) It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

**12. Review**

- a) SLT will review this policy termly and inform the Governing Body.

## **ANNEX 1 - Procedure for dealing with behaviours that challenge**

<b>Stage</b>	<b>Behaviour</b>	<b>Action(s)</b>
<b>1</b>	The child is brought to the attention of the class teacher due to behaviours that challenge.	Spoken to by the class teacher with an explanation as to why the behaviour they have demonstrated is not acceptable. The child is reminded that if the behaviour continues it will be recorded on the class behaviour chart
<b>2</b>	The child continues to demonstrate behaviours that challenge.	Spoken to by the class teacher with an explanation as to why the behaviour they have demonstrated is not acceptable. A record of this discussion is kept by the class teacher (weekly behaviour chart).
<b>3</b>	The child continues to demonstrate behaviours that challenge.	Children may be moved to another area of the classroom for the remainder of the lesson. Where this is the case, children will spend a period of time in the classroom, <b>preferably with the class teacher during playtime, engaging in a restorative discussion/activity.</b> A record of this will be kept on the class behaviour chart.
<b>4</b>	Incidents of unacceptable behaviour continue	In exceptional circumstances, children may be asked to spend a short period of time outside of the classroom with a senior member of staff. The child will miss a period of the week's Golden Time reward.
<b>If no behaviour improvements are made by the child, the following stages may occur:</b>		
<b>5</b>		Individual behaviour plan implemented in agreement with parents/carers and the class teacher
<b>6</b>		Formal behaviour meeting with parents/carers and the Headteacher agreeing actions to occur to improve the persistently disruptive behaviour
<b>7</b>		LA/MAT behaviour support/guidance sought
<b>8*</b>		Fixed-Term exclusion in line with LA guidance
<b>9*</b>		Permanent exclusion in line with LA guidance
*This may occur earlier for a severe behaviour incident e.g. physical violence against a member of staff.		

## ANNEX 2- Positive reward system

### Rewards and Incentives

#### All year groups

- We will continue to have a reward system that recognises all forms of academic as well as social success. These successes will be regularly shared with children and parents. This will be achieved through the awarding of a 'Star of the Week Certificate'.
- We will have weekly 'Golden Time' for each class who will be completing their class reward charts. Golden Time will be on a Friday afternoon and will be for a maximum of 45minutes. At the beginning of each week each bubble will select a reward to work towards and collectively they will earn rewards towards achieving their 45minutes Golden Time. Golden time will be earned in groups of 15 minutes.
  - Bronze achieved – 15minutes Golden Time
  - Silver Achieved – 30minutes Golden Time
  - Gold Achieved – 45minutes Golden Time

#### Awards can be given to an individual for demonstrating the following:

- Forgiveness
- Perseverance
- Acts of kindness
- Excellent work
- Sharing
- Homework
- Cheerful attitude
- Effort
- Dealing with a problem patiently, etc.
- Use of good manners/ politeness
- Teamwork

#### House Points

House points will be awarded to children also seen to be displaying the above qualities and attitudes. The children will be awarded certificates from the head teacher and house points will be totalled to form a winning house each term. The winning house will then receive a treat.

#### Weekly Politeness Award

Each week one member of each class will be presented with a politeness gold star during Celebration Assembly. This will be awarded for consistent good manners and politeness towards children and adults across the school. Staff will jointly agree on the recipients of the weekly gold stars.

### **Annex 3: behavioural expectations, strategies and sanctions for EYFS**

#### **Expectations and Strategies**

a) Staff will praise and reward positive behaviour, using a range of both verbal and visual strategies such as:

- Praise and encouragement;
- Giving children responsibilities;
- Celebrating WOW moments;
- Visual behaviour chart displayed inside the class: all pupils starting on the rainbow, they could move to the sunshine to celebrate positive behaviour.
- Sharing successes with Parents/Carers: at home time, assemblies, parents' meetings.
- Use of stickers, high fives, thumbs up, star of the week certificates, house points.

b) Adults will model positive behaviour.

d) The curriculum includes teaching routines for certain activities where children can work together and help and support one another e.g. story time, prayer time, meal times, tidying up, getting ready to go out, sharing toys etc.

Stories, songs and props will be used as a strategy for encouraging / supporting positive behaviour (e.g. 'Tidy up time' song, bells, timers). Staff will prompt children to follow expectations where necessary and work towards gradually reducing such prompts

e) Staff will review provision if there are repeated behaviour issues e.g. Is the learning environment engaging and motivate for all pupils? Are we considering children's interest? Are there enough resources so that children can share fairly?

#### **Sanctions**

We have agreed sanctions for children if inappropriate behaviour is ongoing.

EYFS practitioners will always emphasise to the children that they disapprove of the behaviour not the child.

Children will always be encouraged to comfort and make amends (e.g. asked to get a tissue for tears, give it a rub, give a comforting cuddle if their behaviour has hurt another person).

Children will be encouraged to think about how they can resolve their behaviour, as appropriate to their stage of development. The sanctions we use in Reception class are outlined below:

a. Removal from the group or activity if behaviour is disrupting other children or threatening their safety;

b. After receiving an initial warning, if inappropriate behaviour is repeated children will be given a short time out in a 'thinking area' during 4 to 5 minutes to help children relate their behaviour to sanctions. We believe sanctions for our young children must be immediate and relatively short.

c. Sanctions are only appropriate as a last resort and the children should be given a clear understanding of the sanctions that may happen if they continue with the behaviour.

Visual pictures will be display on the classroom to make children aware of expectations of behaviour.

Rainbow picture- all pupils starting point

Sunshine- positive behaviour has been seen

Thinking cloud- children to think about their behaviour and then they will be moved back to the rainbow after repairing inappropriate behaviour.

d. Behaviour chart will be used to monitor continued and repetitive cases of inappropriate behaviour for individual pupils when necessary. Written record to be kept to monitor the reasons for inappropriate behaviour.