

Sacred Heart Catholic Primary School

Behaviour Policy

September 2022

Love one another, as I have loved you

Overall Aim of Policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on gospel values, mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Overall objectives

- To motivate children to achieve their full potential
- To provide safety and well being for all children by raising awareness of appropriate behaviour
- To teach pupils that actions and choices have consequences- consistent praise and sanctions
- To promote consideration and respect for others
- To manage conflict and tensions by repairing harm and building relationships

Ethos

At Sacred Heart, we believe that all children have the right to develop their potential and our aim is to create a welcoming, caring environment where children feel safe and happy. Staff are committed to their responsibility for children's social and emotional attitudes to learning and managing behaviour appropriately, as laid down in the Professional Standards for Teachers.

Aims

- To motivate children to do their best
- To value achievement and raise self-esteem
- To promote safety and wellbeing of all pupils

- To promote consideration and respect for others
- To teach pupils that actions and choices have consequences
- To raise awareness of appropriate behaviour
- To respond to challenging behaviour
- To help those harmed by others' actions

Classroom Rules

All classroom rules are decided by the class. The rules have been decided upon through a process of sharing, discussion and negotiation. These rules are displayed in each classroom and referred to regularly.

Rules for behaviour around school

The following rules are used and adhered to around school:

- We walk around the school calmly and quietly
- We respect other people's work and belongings
- We respect the school toilets and other shared areas and use facilities sensibly
- We are polite and courteous to everybody

Playground Rules

The following rules are used and adhered to at playtimes and lunchtimes:

- Be where you are supposed to be
- Speak politely to adults and children
- Use play equipment appropriately
- Listen carefully and follow instructions from adults
- Play in a way that doesn't hurt or upset anyone else

Celebrating Achievement- Rewards for Good Behaviour

At Sacred Heart, we will always seek to reinforce, endorse and praise good behaviour, academic achievement and effort. It is our strong belief that good behaviour should be reinforced at all times and rewarded.

Consequences and Sanctions

When rules are broken, children are reminded that consequences will be applied. We operate a visual peg system to help the children to monitor their own behaviour.

Each class will have its own set of consequences for poor behaviour. These will be decided by the class teacher and will be suitable for the age and experience of the children in the class. This menu of sanctions may include missing playtimes, being excluded from class

rewards or similar. We understand that children have different needs and need different support to behave well. Children may be asked to leave a class to calm down or prevent a more difficult situation occurring, either to another class or member of staff (always supervised).

See the Peg System in Appendix 1.

Classroom Sanctions – Serious classroom behaviour

Serious behaviour includes:

- Causing injury to another child or adult
- Showing disrespect to another child or adult
- Behaving in a way likely to disrupt learning
- Damaging school or other people's property
- Refusing to complete work or comply with a reasonable request

In all of these cases, the parents will be informed at the end of the school day and a record kept of this conversation. Consequences will be discussed and agreed with the child, the teacher and the parents.

The following behaviours are severe:

- Violence directed against another pupil or member of staff
- Significant verbal abuse towards another child or adult
- Other rule breaking with serious outcomes

Parents will be contacted as the safety of the child or others will have been put at risk. We see exclusion as a last resort, but children displaying severe behaviour which are a danger to themselves, the school or others could face fixed term exclusion.

At Sacred Heart Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

The policy for physical restraint outlines this in more detail.

Sanctions at Playtime

Most situations on the playground require a word from the staff on duty to resolve minor disagreements and fall outs. These are handled with the children involved. From time to time there are more serious offences that take place on the playground. These can take the form of:

- Aggressive fighting
- Swearing
- Threatening behaviour
- Damaging school property
- Refusing to follow instructions
- Other extreme actions with serious outcomes

Children will be excluded from the playground and parents contacted regarding such actions.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

1. Staff in school have general power to discipline, which enables them to confiscate, retain or dispose of a pupils property as a consequence to inappropriate conduct. Staff will not be held responsible for any damage to, loss of any item confiscated as they will always act lawfully and reasonably to ensure children's safety and ensure they are able to engage in their learning. Any confiscated item will be retained by staff until an appropriate time to be returned or will be handed directly to parents/carers. If the item could endanger the safety of any staff or children it will be disposed of appropriately and parents will be notified.
2. Staff have the right to search for prohibited items without consent eg
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarettes
 - Pornographic images
 - Any item which has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any items which is banned within school.

Weapons, knives and pornography will be handed to the police, otherwise it is managed by the Headteacher who will make the decision to dispose of the item or return it.

Supporting Children and their behaviour

As a commitment to positive behaviour management, we actively use preventative measures to avoid such behaviour emerging. This includes the use of circle time, friendship groups or

outside agencies supporting children on issues around anger management, improving self esteem and conflict resolutions.

Appendix 1

Whole School Approach to Behaviour Management: Peg Chart

The Peg Chart will be divided into six coloured levels:

Outstanding(blue)
Super Effort(purple)
Ready to Learn(green)
Reminder(amber)
Consequence(brown)
Parental Contact(red)

At the start of each day, the children begin their pegs on the green section in the middle of the chart. During the day, the children's pegs move up or down the chart depending on their behaviour. Good effort and the peg moves up, poor choices and the peg moves down. Any child who has been asked to move his/her peg down a level has the opportunity to move it back up if he/she decides to make better choices.

If a child has been asked to move his/her peg down one level from green to amber, he/she will be given a reminder by an adult but no other action will be taken. If she/he has been asked to move the peg down to brown(consequence) there will be a consequence. The child will also need to fill a record card describing the poor behaviour of bad choice and the consequence. This information will be filed by the staff.

If a child's peg is positioned on the red section(Parental Contact) the class teacher(or adult responsible) will speak to the parent/guardian or in some cases, a phone call to home will occur. The HT will also be informed.

At the end of each school day a record will be kept of the level each child's peg is on:

Outstanding: 6
Super Effort: 5
Ready to learn: 4
Reminder: 2
Consequence: 1
Parental Contact:0

This task could be undertaken by pupils in KS2 but an adult will need to do this in KS1. At the end of the week the scores will be totaled. If a child has scored 20+ they will have gained their golden time. The highest three scores in the class will be awarded a voucher which they can exchange for a special privilege. Each teacher can decide with own class the type of privileges they would like. This input will give them ownership.

For those year groups that don't have golden time, they may be awarded a certificate at the end of the week/half-term if they have earned 20+ points. Leading on from this, they may earn a prize if they have consistently earned 20+ points each week.

Behaviour at each level:

Green(Ready to Learn): The child enters the classroom in the morning and quickly settles at their place ready to undertake warm-up activity and answer the register. They continue to remain focused during lesson introductions and whilst undertaking tasks/activities.

Purple(Super Effort): The child has sustained concentration throughout the day and has applied their best efforts, inside and outside the classroom in terms of work ethic and behaviour.

Blue(Outstanding): The child has sustained concentration throughout the day and has applied their best efforts, inside and outside the classroom in terms of work ethic and behaviour. They have produced an excellent or much improved piece of work and their behaviour sets a high standard for their fellow peers.

Amber(Reminder): The child takes longer than necessary to settle to morning task and chatters or fusses during the register. The child is distracted and is distracting during lesson introduction and lacks focus at the table. The child has spoken unkind words to a fellow classmate or pulled unpleasant faces!

Brown(Consequence): The child, despite a reminder, continues to lack focus and fails to complete tasks. The child is disruptive to surrounding pupils. The child has continued to speak unkindly and be unpleasant to other pupils. As a result, they may need to show an act of kindness towards a fellow pupil to show remorse. They may miss part or all of their play time. They may miss part or all of their golden time. They may not be allowed to participate in games of choice, ie. football, dance, etc.

Red(Parental Contact): The child has failed to complete any work/tasks throughout the school day. They have been removed from the classroom to avoid further disruption to fellow peers. The child has been aggressive and confrontational towards other pupils or staff. The child has chosen to ignore reminders from the adults and continued to behave unpleasantly causing disruption to his peers.

If a child behaves aggressively or confrontationally towards other pupils or staff using words or actions they will immediately need to be placed on red level and the HT and parent will need to be informed. It is the teacher's responsibility to keep record of all incidents involving a consequence or parental contact. Communication with parents and between staff contribute towards effective behaviour management.

In support of this, we look to pre-empt problems, diffusing situations and dealing with challenge, not just how the aftermath is dealt with.

Each day is a new day and throughout each day there is motivation to make good choices regarding behaviour!

Ideas for privileges: sit next to a friend pass; bring a stuffed animal from home for the day; extra house points; choose a seat in the classroom; use a pen pass; bring a show and tell item; positive letter/word to parents; prize; cooking; Ipad; additional play time (5mins). Each teacher can decide with own class.

Welfare staff will need to inform class teachers about behaviour at lunch time so it can be followed through.

Appendix 2

PLAYGROUND BEHAVIOUR

Please consider the following during break and lunch supervision, for both infants and juniors.

- Stay by the edge of the playground: so you can see the maximise number of children while scanning the playground
- Scan the playground
- Look out for potential flashpoints, particularly games involving pushing, almost always by boys
- In both playgrounds look for the key children who are most frequently in need of behaviour support
- Use your whistle, loudly, even for minor or potential difficulties, as this can stop an incident immediately or before it happens
- Aim to prevent rather than deal with the aftermath
- Please give children an opportunity to give their opinion on the incident, and find out what happened before an incident.
- Make sure the parent when contacted gets the full picture, including what has been done about other children involved