THE ARCHDIOCESE OF BIRMINGHAM

Sacred Heart Catholic Primary School

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‘To grow in Wisdom and in Grace’

Behaviour Policy

Approved by Governors: September 2019

Review date: September 2021

Contents

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. This can be found on the school website:

https://www.sacredheart-henley.co.uk/attachments/download.asp?file=603&type=pdf

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and the headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

5.5 Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

- Move quietly around the school

- Treat the school buildings and school property with respect

- Wear the correct uniform at all times

- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Sacred Heart School aims for all of its students to be well-motivated and self-aware learners, who can conduct themselves appropriately in a range of situations. We also aim to create an ethos and an environment in which students feel safe and in which they can learn to interact respectfully, sensibly and maturely with others. We want our students to develop into responsible citizens, playing an active part in the school, local and wider communities. We want students to behave appropriately because it is the right thing to do. Underpinning this, we expect all staff to be positive role models. Ultimately, we believe that all members of the school community deserve to be treated with dignity.

Please see the Behaviour Blueprint on the next page to see how this achieved

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6. BEHAVIOUR BLUEPRINT

Adult Behaviour – 3 Consistencies

- **Calm & Consistent**
- **Focus on the Positive**
- **Nurture the Whole Child**

3 Rules

- **Ready & Prepared**
- **Respectful**
- **Responsible**

Behaviour Pathway

Reminder
Ready & Prepared, Respectful, Responsible

⬇

Caution
Consequences outlines (delivered discreetly)

⬇

Last Chance
30 second conversation (take pupil aside) using suggested script

⬇

Cool Off
Short time away from class to reflect on behaviour

⬇

Repair the Situation
Restorative meeting between staff and pupil at agreed time

⬇

Escalation
Consult with parents/Headteacher as necessary

⬇

Suggested Script

I have noticed that you are… (distracted, wandering around, chatting etc…)

It was the rule about being (ready, respectful, responsible) **that you have ignored**

Today I need to see you as you were when… (refer to a time when the pupil was engaged/polite/diligent etc.)

You can choose to (settle to your work, move to an agreed seat, get focused) **or you will move to cool off**

Thank you for listening

Restorative Questions

Step 1 → **THE FACTS**
What happened?

Step 2 → **THE CONSEQUENCES**
Who has been affected and how?

Step 3 → **THE FUTURE**
How can we make sure this does not happen again?

7. Rewards and sanctions

Sanctions are outlined on the behaviour blueprint above. On a day to day basis the class teachers all work to ensure that the children's efforts to adhere to the school rules are noticed and rewarded. By keeping the rules quite simple and to a minimum, we ensure that all stakeholders have the opportunity to be able to clearly articulate and understand the expectations we have of them. We have streamlined our rewards to match this simplified approach and offer the following rewards **for behaviour:**

Praise

Positive notes/house points

Positive phone calls home

There are other reward systems in place within the school to recognise academic attainment and progress. These include star of the week awards (given during the weekly celebration assembly), and end of term awards.

7.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

In addition to the behaviour blueprint (see Pg. 7 of this policy).

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption that is in line with the school's behaviour blueprint
  - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy and the written statement of behaviour principles (appendix 1) will be reviewed by the headteacher and the performance and standards committee every two years. At each review, the policy will be approved by the governors and the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set excellent examples to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and the pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.