

Sacred Heart R.C. Primary School



Behaviour Management Policy

Adopted by the Governing Body: November 2018

Sacred Heart RC Primary School Behaviour Management Policy

At Sacred Heart we respect each person as a unique individual with something to offer and something to learn, and we value positive relationships between staff and children, based on courtesy and respect, which we believe are vital to the development of self-esteem as well as self-discipline. Developing such relationships relies on the good behaviour of our pupils, which we encourage and reward. Everyone expects the very best behaviour and we work together to achieve it. We treat children fairly and consistently by valuing and taking account of their individual needs. We also teach values, attitudes and skills which foster mutual respect and care and use collective worship, class circle times, and PSHE lessons to discuss and respond to such values. By rewarding and reinforcing examples of good behaviour, we increase children's esteem.

We expect children to:

- • Move quietly around the school, not running inside the building
- • Be silent in the hall before the start of worship and when walking in and out of the hall
- • Allow others to speak without interruption
- • Remember, when addressed, to stop, look, listen and answer using the person's name
- • Open doors, hold doors for adults as well as for each other
- • Take care of their own and school property and value other people's property
- • Be on time
- • Display good table manners at lunchtime
- • Treat each other with respect and care

We expect adults to:

- • Listen to children when they speak to us
- • Give them an opportunity to explain their actions before responding
- • Be punctual for lessons and duties
- • Address children by name
- • Set an example for the children to follow in their behaviour towards both adults and children

Behaviour is unacceptable when:

- • It stops teachers/learning support assistants/lunchtime staff carrying out their duties
- • It prevents children from learning
- • Children are rude and use unacceptable language
- • Children show verbal and physical aggression
- • Racial or religious incidents occur

Strategies used to promote good behaviour

- • Each class should set up their own class rules which are relevant to the children and behaviours in the classroom. Rules can and should be revisited over the course of the school year.
- • Maintaining calm body language at all times and making polite silent gestures
- • Praising good behaviour and ignoring bad behaviour, as far as is possible
- • Focussing on the future, e.g. What should you do next time?

- • Giving children time to respond when adults ask them to do something
- • Making choices and consequences clear to enable the child to make the right choice
- • Breaking down 'big problems' into smaller manageable steps
- • Defusing situations by discussing issues in private so that there is no public humiliation
- • Using positive language, e.g. Look this way please instead of How many times have I
- • Reminding children about the rules
- • Praise, stickers, Headteacher awards, sharing good work with class/buddy class, positive

marking, Star of the Week, informing parents, etc.

The Sun, Cloud and Rainbow Behaviour System

The Sun, Cloud and Rainbow Behaviour System is used consistently by all members of staff across the whole school to encourage good behaviour. In year 6 an adjusted version is used, to help prepare the pupils for taking on further responsibilities as they prepare for the year 6/7 transition. The aim is for the children to recognise their behaviours themselves and self regulate. The system is to encourage positive behaviour and act as a reminder for all pupils. The clear steps are there to support children in making the correct choices, so that they are aware of what is acceptable and what the consequences for poor behaviour are.

Every classroom has classroom rules displayed that have been agreed by the class. Each classroom also has prominently displayed a sun, cloud and rainbow. Individual name labels for all of the children are displayed on the behaviour system. The children start every morning with their names on the sun. It is important that all names are moved back to the sun for the start of each day to encourage the children to behave well and act as a positive incentive.

The system is as follows:

- • Every child starts the day on the sun
- • An informal oral warning is given to a child as prompt for the first incident
- • If the behaviour is repeated the child's name is moved to warning 1
- • If the behaviour persists the child's name is moved to warning 2
- • If the behaviour continues the child may be asked to take a time out card (see appendix 1) and take this time out in another class (see table below)

Nursery	year 1.
Reception	year 2.
Year 1	nursery.
Year 2	reception.
Year 3	year 5.
Year 4	year 6.
Year 5	year 3.
Year 6	year 4.

- • If the behaviour persists further the child's name would then be moved onto the black cloud (which indicates length of time at 5 minute intervals.)
- • For serious or aggressive behaviours (yellow and red cards- see appendices 2 and 3) the child will be sent to the Headteacher or SLT at any point in the process.
- • The same system/expectations are in place for lunchtimes and playtimes. During lunch times pupils are referred to Mrs Cadden for time out cards, yellow and red cards.

Detention is held every Friday lunch time for pupils whose names were on the black cloud. The maximum length of detention is 30 mins. If a child's amount of time on the black cloud exceeds 30 mins then they will have an additional sanction agreed by the teacher and SLT.

A record is kept of which children have attended detention and for how long each week.

If a child attends detention a text message is sent to inform parents.

If a child attends detention more than three times in a half term a formal letter will be sent home to the parents to inform them of the detentions and the school's concerns. This is deemed as serious behaviour issues. The next steps could be:

- • Formal meeting with parents
- • An Individual Behaviour Report Card
- • The child being placed on an "in school exclusion."
- • Referral to external services for support eg Behaviour and Learning Support Service
- • The child having a lunch time exclusion (parents will be given prior notice.)
- • The child having a fixed term exclusion (parents will be given prior notice.)

Individual Report Card

If an individual Report Card is set up for a child it will be used daily for a fixed period of time (2 weeks) and then reviewed.

The report card will have one specific target linked to the negative behaviour and one target linked to the class rules. The class teacher, learning mentor and child agree the targets together. The report card will run on a traffic light system. Green for target achieved, yellow for almost achieving the target and red for not achieving the target.

Rewards (see appendix 4 for full list)

- • Name moved to the rainbow on the class behaviour system for exceptionally good behaviour and citizenship in school
- • Individual praise and encouragement
- • Appropriate written comments on child's work
- • Awarding of certificates, stickers, star pupil, green cards etc

- • Work shown to members of SLT
- • Head teacher's award
- • Public commendations for good behaviour and work in class and assembly
- • Positive communication with parents to share success
- • Recognition of public successes in the community

Sanctions

We believe that a child should normally take on a positive role in school. If, however, the child does not respond there are a series of sanctions that can be used. An effective sanction is one that most often stops or discourages careless/poor work or behaviour.

- • Teachers follow the Sun and Cloud behaviour strategy which has a clear sanction process. This is consistent across the whole school.
- • A child can be seated individually away from the group to complete work
- • A child can be sent to an adjacent classroom for a short period of time for time out
- • A child can be sent to a member of SLT
- • A child can miss a playtime
- • An individual behaviour chart
- • Working with School Senco or Phase Leaders
- • For continuous misdemeanours there is a Friday Detention at 12.15pm. Children can attend for 5, 10, 15, 20, 25 or 30 mins

At all times, parents should be kept informed of any issues or problems with behaviour and learning by the class teacher.

If the child continues to make the wrong choices and behaviour does not improve despite a range of rewards and sanctions being used, the child will be sent to the Headteacher. It could result in the following:

- • The child being placed on an "in school exclusion" (yellow card)
- • Referral to external services for support eg Behaviour and Learning Support Service
- • The child having a lunch time exclusion (parents will be given prior notice.)
- • The child having a fixed term exclusion (red card)

The use of Exclusion

A decision to exclude a child for a fixed period or permanently should be taken only:

- • In response to serious breaches of a school's behaviour policy
- • Once a range of alternative strategies has been tried and failed
- • If allowing the pupil to remain in class would seriously harm the education and welfare of the pupil or others in the school.

Only the Executive Headteacher or Associate Headteacher can exclude a child from the school. In their absence authority may be delegated to a member of the SLT.

Before a decision is made the Headteacher takes the following steps:

- • Consider all relevant facts
- • Allows the child to give his/her version of facts
- • Speak to any witnesses individually and consider written accounts from all pupils and staff involved.

Parents do have the right to appeal against the decision to exclude the child if the child is excluded for more than five days. Parents should contact the school to ask to speak to the Chair of Governors.

Behaviour at lunchtimes

Time out cards are recorded each day and monitored by the Senior Midday Meals Supervisor. If a child received 3 time out cards the parents is contacted. If there is no improvement in lunchtime behaviour a member of SLT will meet with the parent and sanctions may be put in place (see sanctions list).

Dealing with Conflict Resolution

All children from time to time have conflicts over a range of issues. It is vital that these are dealt with in the proper way. Bullying will also be dealt with using the procedure set out below. Members of staff will:

- • Decide upon a good time to deal with the issue.
- • Listen to all parties concerned individually and record in brief or report important details.
- • Use open questions and deal with the primary behaviour.
- • Assure the children that the situation will be dealt with until it is resolved.
- • Make the children aware of the consequences of their actions and the rules they have disregarded.

Control and Restraint

In accordance with the Education Act 1997 the Headteacher can delegate all staff with authority to control and restrain children where necessary.

The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. All staff within the school are trusted to use their professional judgement and the degree of force must be in proportion to the circumstance of the incident.

Control and restraint can be used if:

- • Pupils are fighting
- • A pupil is engaged in, or is on the verge of committing deliberate damage or

vandalism to the property

- • A pupil is causing, or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials or objects.
- • A pupil running in the corridor in which he/she might cause an accident or is likely to injure him/herself or others.
- • A pupil persistently refuses to obey a request to leave a classroom.
- • A pupil is behaving in a way that is disrupting a lesson.
- • A pupil absconds from a class or tries to leave the building/site.

In any of these cases a member of staff should take the following steps:

- • Stay calm and attempt to keep their voice quiet/speak slowly
- • Give time where appropriate for the situation to de-escalate
- • Give the child clear instructions
- • Call for assistance from the Headteacher or SLT

Physical intervention will include:

- • Blocking a child's path
- • Holding a child's hand
- • Separating two children
- • Leading a pupil away from a situation
- • Shepherding a child out of a situation by placing a hand in the centre of the pupil's back
- • Restraining a child from behind by holding their hands

A written record must be made of all incidents involving the use of physical restraints. The report should be handed/emailed to the Headteacher within 12 hours. The parent would be informed of the incident.

Special Educational Needs

It is recognised that some children do have special educational needs, and this could affect their behaviour in school. Children with special educational needs will be treated fairly and in a manner which is suitable to their own individual needs, abilities and behaviours.

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