

A Policy for Positive Behaviour

Sacred Heart RC Nursery & Primary School



At Sacred Heart,

we are dedicated to recognising and developing each person's human potential within a happy and safe atmosphere with the Gospel Values at the core of all we do



Everyone is sacred

Be Ready

Be Respectful

Be Safe

SACRED HEART RC NURSERY & PRIMARY SCHOOL



POLICY FOR THE DEVELOPMENT OF POSITIVE BEHAVIOUR

Everyone is Sacred

Be Ready; Be Respectful; Be Safe

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that poor behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

OBJECTIVES

To build a school community which has the Gospel Values firmly embedded.

To create an ethos of excellent behaviour in school.

To create a culture of self-discipline – where children know that good behaviour is expected as the norm.

To ensure that all are treated fairly, shown respect and to promote good relationships.

To help children take control over their behaviour and be responsible for the consequences of it.

To understand that good citizenship is based upon good behaviour.

To use good behaviour to promote community cohesion.

SHARED VALUES

Our shared values of kindness, compassion, peace, humility, integrity, justice, courage and forgiveness ripple through our daily practice. We firmly believe that everyone at Sacred Heart RC Nursery & Primary School should be treated with unconditional positive regard. Everyone has the right to learn free from bullying and harassment this includes bullying online and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

All members of staff will hold the highest expectations, modelling the behaviour we expect from the children. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Sacred Heart RC Nursery & Primary School good behaviour is the expectation and not the exception. This expectation is set by being 'green' on the traffic lights system. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school.

Adults manage and influence behaviour; children are responsible for the choices they make.

OUR SCHOOL MISSION

Our behaviour policy will promote and underpin our mission: Everyone is Sacred

At Sacred Heart RC Nursery & Primary School we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- we meet and greet;
- we take time to show we care;
- we follow up with a restorative approach;
- we teach routines and relate everything to our three rules;
- we remain calm and remove emotions that may affect a reasoned response;
- we step our consequences;
- we promote self-discipline;
- we use non-verbal cues
- we address negative behaviour in private - praise in public, reprimand in private (PIP&RIP)
- we are relentlessly positive and take time to notice the 'Always Children'.

WORKING IN PARTNERSHIP WITH PARENTS/CARERS

Clear communication with parents/carers is critical. We are mindful that parents want to know when things are going well as much as they want to be informed when things are not. Class teachers hand deliver *Gospel Wow* certificates to parents/carers when a child has done something 'above and beyond'. Social media; phone calls and texts sent home are also part of our positive practice in celebrating achievements. When things are not going well, class teachers (or in some cases, the headteacher or member of the Senior Leadership Team- SLT) will inform parents in person or by telephone. Parents will not have every poor behaviour choice reported as this is demoralising and damaging to self-esteem; however, where teachers feel it is appropriate, concerns will be shared in a timely fashion.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. School and parents/carers need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents/carers must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate, parents/carers will be called in to school to help support the school in the management of their child's behaviour if it felt beneficial for the child - as always.

WORKING IN PARTNERSHIP WITH OUTSIDE AGENCIES

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

Educational psychologists, SEND support team, South West Family Values Family (Support Worker & Attendance Officer) CAMHS, counselling services, play therapists, local high schools, Early Help Team, School Nurse Team and Torbay Education Safeguarding Support (TESS)

SYSTEMATICALLY CONSISTENT

In our school we know the kind of behaviour we want everyone to show. Our approach is used to ensure consistency, and to teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.

We promote three simple rules to follow with all examples of behaviour linked to these rules:

BE READY BE RESPECTFUL BE SAFE

POSITIVE REINFORCEMENT, RESPONSIBILITY AND REWARD

At Sacred Heart RC Nursery & Primary School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- Sincere and timely verbal praise;
- Positive recognition through class and school achievement awards: Gospel Values stickers, Gospel Wows, Gold, Silver, Bronze certificates, positive phone calls home, positive text messages home, individual/class/group rewards, house points;
- We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

DELIVERING SANCTIONS WITH DIGNITY

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection, distraction or non-verbal strategies
- rule reminder, gentle encouragement, sitting with a teaching assistant or other adult, sitting in another part of the room but still within the lesson, peer led approaches – changing groupings, encouraging positive pairings

For most of our children, a gentle reminder of the three rules or nudge in the right direction is all that is needed. Pupils who continue to misbehave must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved appropriately and how they have not followed one of the three rules and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger or in public. At Sacred Heart RC Nursery & Primary School adults deescalate skilfully.

See Appendix A (SEVEN STEPS) This poster is displayed in every classroom in the school.

SEVEN STEPS

STEP 1: REMINDER OF EXPECTATIONS
The child/children are reminded of the appropriate rule and the expected behaviour.

STEP 2: MOVED TO AMBER
If the child continues with the poor behaviour following a warning, their name will be moved to amber on the traffic lights.

STEP 3: WARNING TO MODIFY BEHAVIOUR OR MOVE TO RED
The child is reminded of the appropriate rule and the expected behaviour. They are reminded that they can modify their behaviour and move back to green.

STEP 4: MOVED TO RED
If the child continues to make the wrong choices whilst on red, they move to step 5.

STEP 5: MOVED TO INTERNAL 'TIME OUT'
The child is directed to take a 5-minute egg timer and go to the time out table/area. Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident. At the end of the time out the child returns to their desk and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.

STEP 6: PARTNER CLASS
If the child is not ready to return to their work, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.

Y3-Y5 Y1-Y4 Y2-Y6

STEP 7: SLT INTERVENTION
If the step above is unsuccessful, or if a child refuses to go to time out, then, a teaching assistant will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out, then a member of SLT will be called to support.

Restorative Practice

What happened?
What do you think needs to happen next?
What were you thinking about at the time?
How do you think things should be?

As part of our restorative approach to behaviour management, the adult sending the child to 'time out' will meet with the child as soon as practical to discuss the reasons why they were sent to time out and discuss strategies to alter behaviour to stop it reoccurring.

Restorative reflection prompts will be used by all staff to ensure that there is a consistent approach. (See appendix B)

Three repeated incidents of time out, or a single class move, will be entered on CPOMS. Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.

For the vast majority of children, a time out provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we behave in our school. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

If required, children can be offered time in 'The Lodge' at lunchtime to reflect upon their behaviour in a supportive and calm environment.

Each new session during the day (am/pm) presents an opportunity for children to have a 'fresh start'. If children are repeatedly reaching high level classroom sanctions, Sarah Pascoe (SENCO), will support class teachers to create a behaviour plan. Parents/carers will be expected to support this plan at home. Class teachers are responsible for the behaviour plan with the full support of senior leaders.

However, it is recognised that for some children further sanctions/strategies may need to be used. These strategies will be decided during a meeting with the class teacher and parents/carers.

LOW LEVEL UNACCEPTABLE BEHAVIOUR

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

Talking in class when they should be listening to an adult or peer, purposely distracting others, making poorly timed or inappropriate comments classed as 'jokes'; failure to complete classwork, rudeness, lack of correct equipment, refusing to complete homework or arriving at school without homework without a note or message from parent/carers explaining why.

Pupils will be moved to amber following a warning and the Seven Steps will be followed. Class teachers may decide to keep children in over morning break time or lunch time to complete work if the child has been given ample opportunity to rectify poor choices. As they will have been moved to amber/red, this should be recorded on the class behaviour chart.

SERIOUS UNACCEPTABLE BEHAVIOUR (Peer on Peer / Pupil to adult)

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

Bullying – a type of harassment which involved criticism, personal abuse or **persistent** actions which humiliate, intimidate, frighten or demean the individual

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Intimidating behaviour – deliberately acting in a manner so to intimidate, threaten or assert power.

Aggressive behaviour – physical violence towards another human being or the use of aggressively threatening language

Discrimination – not giving equal respect to an individual on the basis of age, disability, race; religion or belief, sexual orientation or gender reassignment.

Any of the incidents above will be recorded on CPOMS (The school's electronic behaviour reporting system) and result in a consequence. The immediate priority will be to ensure the safety of everyone involved followed by a thorough investigation taking place.

Each incident will be treated on individual merit with the final decision regarding the consequence being made by the Headteacher, Mrs Nichola Day and in her absence, the Deputy Headteacher, Mrs Sarah Pascoe. Staff cannot discuss children other than their own with their parents/carers.

TEACHING BEHAVIOUR, RESPECT AND DIGNITY

All pupils will be taught to treat others well, through collective worships, RE, Values and Key Stage assemblies, SMSC and most importantly, through day-to-day role modelling.

All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children. Children will be taught to be polite, respectful, well-mannered and to have personal discipline.

Positive reinforcers and sanctions will be used sensitively and fairly by staff to encourage and promote good behaviour. Children are held responsible for their behaviour.

Staff will deal with behaviour without delegating. Where a member of staff needs further support with a behaviour issue, school leadership will not deal with the child remotely but provide support and agree a plan of action help and support.

The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour. The SLT will become involved if the problem persists.

When there is a serious problem with a child's behaviour, the SENCO and headteacher may, where appropriate and with the agreement of parents, involve outside agencies. The school will then follow its 'Support for Pupils who Present with Extreme Behaviours' policy and progress to a more detailed individual behaviour plan.

In extreme cases, a child's continued poor behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance with the Local Authority Guidelines.

MONITORING AND REVIEW

This policy will be reviewed by the headteacher and SENDCO on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

Policy reviewed: 31.8.2022

The next scheduled review date for this policy is 1.7.23.

SEVEN STEPS



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Y3-Y5

Y1-Y4

Y2-Y6

STEP 7: SLT INTERVENTION

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- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?



The effect of these questions will not work if you:

- Are trying to “steer” towards a solution
- Want to fix
- Condemn or judge

What happened?

The idea is to get a very clear picture of what actually happened. The event is likely to be very different from each person’s perspective. Your job, as facilitator, is to understand how the event unfolded from the perspective of the person you are listening to.

What did you think?

It can be important to find out what each person was thinking at the time of the incident. If someone ‘hits out’ they may have been thinking:

- “ **I thought** he was going to hit me”
- “ **I thought** she had cheated”
- “ **I thought** I had been disrespected.”

Once you have clarified the thought you can then go to the “feeling”

How did you feel? How did other people feel?

This is about how the thought made them feel.

- **I felt** frightened because I thought he was going to hit me.”
- “**I felt** frustrated because I thought she had cheated.”
- “ **I felt** hurt because he had disrespected me.”

Identifying the feeling can help all parties understand better the incident. **If this happens empathy can develop.**

Who else has been affected by this?

This is the learning phase for those involved. It helps them to understand the impact their actions have had on others. The student will only feel able to answer this question if he/she feels that the facilitator has both listened to and fully understood the situation first.

What do you need, and what needs to happen now, so that the harm can be repaired?

Once someone understands that they have caused harm they now have the opportunity to put things right. Putting things right requires:

- Acknowledgement – that harm has been done.
- Repair – reparation and/or making amends.
- Risk reduction – minimising the risk of a similar event happening again.



ROLES AND RESPONSIBILITIES

The governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation. Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher (Nichola Day) is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO (Sarah Pascoe) is responsible for:

- Collaborating with the governing board, headteacher and the pastoral lead, as part of the SLT, to determine the strategic development of behavioural policies and provisions in the school.
 - Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND.
 - Supporting class teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
 - Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

The pastoral lead (Christine Nott) is responsible for:

- Coordinating with the SENDCO and behaviour/mental health support teams to provide a high standard of care to pupils who have SEMH related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. SWFV, CAMHS, Chestnut, to receive additional support where required.
- Liaising with parents of pupils with SEMH related behavioural difficulties, where appropriate.

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Teaching staff are responsible for:

- Being aware of the signs of SEMH related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the SLT up-to-date with any changes in behaviour.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment.
- Leading by example, modelling high levels of behaviour, where pupils and adults are treated with kindness and dignity at all times.
- Using a respectful volume and tone at all times. Children should not be shouted at. If you are shouting at a child, regardless to what they have done, expect to be challenged about it by other staff members and gently reminded as to why this shouldn't happen.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers are responsible for

the behaviour of their child(ren) inside and outside of school.

