



Sacred Heart Catholic Voluntary Academy



Behaviour Policy

Our Mission Statement

What would Jesus do? Do what Jesus did!

This helps us to make good choices in all areas of our lives, using Jesus as our role model.





CHILDREN, HAPPINESS AND GOOD BEHAVIOUR

1. Aims and expectations:

1.1 Our Ethos

At Sacred Heart, we want to make sure that every member of the school community feels valued and respected and that each person is treated fairly. The school behaviour policy is designed to support the way in which all members of the school can live and work together and so promote an environment where everyone feels happy, safe, secure, valued and able to learn. We feel that children are happy and secure when they are learning how to do things. We want our children to, for example, learn how to read and write, how to work with numbers and become problem solvers, how to play together, how to discover, how to make things, how to listen and to explain themselves, and last but not least how to behave well towards each other, towards their teachers, other adults and their parents.

Our Behaviour Policy is rooted in the Gospel values of love and forgiveness. As a school we focus on praise and rewarding good behaviour. In this way we strive to develop a positive attitude towards self-control and growing self-esteem in our children.

Our children's School Motto; 'What would Jesus do? Do what Jesus did!' encourages the children to think before they act or say.

In this way we promote the children's consideration of choices. We recognise that sometimes the wrong choices are made resulting in behaviour which is unacceptable. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start again each day.

We help the children to understand that when they make a mistake that affects others, it is important to humbly ask for forgiveness.

In this way we enable the children to be at peace knowing we recognised our mistake and have asked for forgiveness.

Ephesians 4:32

'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.'

1.2 Our Values:

At Sacred Heart we believe that all staff, pupils and parents/carers value good, social behaviour. As our mission statement confirms, all children have a right to an education which provides the best opportunity to achieve their full potential.

All staff; teachers, support staff and governors work together to create the best possible enabling environment to provide this.

At Sacred Heart we promote:

- ◆ **Being considerate:** showing care to one another and thinking of others at all times
- ◆ **Showing respect:** being polite, well-mannered and helpful at all times
- ◆ **Being tolerant:** recognising that we are all different and unique and ensuring that everyone is accepted and included
- ◆ **Being co-operative:** being willing to work together
- ◆ **Being a good friend:** being supportive, thinking of others and learning the value of friendship
- ◆ **Being conscientious:** working hard at all times and doing our best in all things
- ◆ **Being honest:** telling the truth at all times
- ◆ **Being responsible and reliable:** taking responsibility for our actions

In this way all pupils are enabled to live like Jesus and to grow in Christian maturity.

At Sacred Heart we like to work alongside our parents to encourage children to develop as fully as possible.

We want our children to develop spiritually, morally, socially, culturally, personally as well as developing academically.

1.3 How we put our Behaviour Policy into action?

Each class teacher discussed the school motto and the behaviour expectations with their class and the class create a 'Class Code of Conduct'. The class agree to keep to this code of behaviour. This is sent home for all parents to share and discuss with their children.

We expect all children to:

- ◆ Be punctual, to always arrive on time and avoid being late
- ◆ Always show consideration to others (adults and children) by being polite, kind, helpful and tolerant
- ◆ Always tell the truth, recognise and admit it when your actions or words have caused offence to others
- ◆ Be polite and well-mannered at all times by e.g. holding the door open for others, saying please and thank you and always offering to help others
- ◆ Be prepared for the day ahead by having the necessary materials needed for the day e.g. swimming kit, PE kit, homework etc.
- ◆ Show respect for your own property, the property of others, school property and the environment
- ◆ To try their best at all times
- ◆ Accept advice and guidance from the adults they are working with
- ◆ Be prepared to ask for help, respectfully and considerately
- ◆ Let others speak without interruption



- ◆ Respond respectfully to the requests of adults working with them or supervising them
- ◆ To work cooperatively with peers, showing respect and consideration
- ◆ Keep hands, feet and other objects to ourselves
- ◆ Use positive language, including body language
- ◆ Allow children to work without interruption and distraction
- ◆ Seek intervention not retaliation

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

If, however, any child finds these general aims difficult to understand, as many young children sometimes do, we will help them by making them more aware of appropriate behaviour which may be specific and suited to their individual needs.

It is the responsibility of teachers to:

- ◆ Maintain an orderly atmosphere in the classroom, around school, during assemblies and Collective Worship
- ◆ Deal with situations in a calm, firm manner avoiding confrontation where possible
- ◆ Recognise and encourage achievement and success. Give frequent praise for good behaviour as well as for good work
- ◆ Prepare the appropriate work for all children recognising different learning styles and abilities
- ◆ Provide opportunities for students to be actively involved in their learning
- ◆ Respond and assess children's work regularly
- ◆ Use positive language whenever possible and as often as possible.
- ◆ Praise children who are doing the right thing as an incentive for others to follow
- ◆ Where possible try to deal with situations yourself to enhance your own credibility and authority.
- ◆ Be consistent whilst taking into account each child's individual needs. Don't leave children unsupervised as a punishment.
- ◆ Respond to the pupil's needs where appropriate
- ◆ Develop positive contacts with parents and carers ensuring they feel welcome in our school
- ◆ Think carefully about what you are saying and set realistic sanctions.

- ◆ No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

It is the responsibility of parents to:

- ◆ Take an active part in our school community, feeling welcomed and valued
- ◆ Be supportive of teachers and the expectations of the school, knowing that their children are developing, spiritually, morally, culturally, socially, personally and academically
- ◆ Follow the school uniform requirements sending children to school looking smart and with the appropriate equipment
- ◆ Ensure the children arrive on time and are collected on time
- ◆ Support the children in their learning at home by supporting them with their homework and attending relevant meetings and workshops, such as curriculum meetings and parents' evenings etc.
- ◆ Feel able to discuss their child's progress in a positive atmosphere

Please be aware that the following behaviour is not acceptable from parents, relatives and carers:

- ◆ Physical violence
- ◆ Threatening behaviour towards staff and children, including shouting
- ◆ Damage to property
- ◆ Leaving litter
- ◆ Bringing animals onto the school site without prior arrangement with the Headteacher

It is the responsibility of Governors

- ◆ The Governing Body has a responsibility for setting down these general guidelines on standards of discipline and behaviour and for reviewing their effectiveness.
- ◆ The Governors support the Headteacher in implementing these guidelines.
- ◆ The Headteacher has the day to day authority to enforce the school's behaviour and discipline policy. The Governors may offer advice to the Headteacher about particular discipline issues. In the absence of the Headteacher all decisions will be referred to the SLT.

1.4 Our Reward System

We ask everyone at Sacred Heart to:

- ◆ recognise and highlight good behaviour as it occurs awarding 'Dojo points'
- ◆ ensure that children are praised for good behaviour



- ◆ ensure that criticism is constructive
- ◆ explain and demonstrate the type of behaviour we wish to see
- ◆ encourage children to be responsible for their own behaviour
- ◆ let parents know about their child's good behaviour through our reward systems
- ◆ reward individual children and groups of children for behaving well
- ◆ On Friday during our Rewards Assembly and Family Service a pupil from each class is chosen to receive the HEART award. The teacher describes how the child has achieved this based on our HEART values; Hardworking; Enthusiasm; Aspiration; Respect; Togetherness.
- ◆ **During COVID times we are holding our HEART of the week celebration on Monday's at 2.30pm. Children are chosen under the same criteria however, they may be in school or Home Learning due to lockdown restrictions.**

We believe that good behaviour should be recognised through awards.

Such rewards may include:

- ◆ recognition, including oral praise or gesture from a teacher/adult
- ◆ Award a 'Dojo point'.
- ◆ mention/sending to the Headteacher for praise
- ◆ merit stickers earned for positive behaviour, showing a good attitude and working hard and for achievement
- ◆ class rewards, as agreed at the start of the school year
- ◆ Stamp/reward sticker– I've achieved 'Good To Be Green' all week!
- ◆ Good to be green –Half Term & All Term
- ◆ 'HEART of the week' (parents to be informed by text), half termly certificate and 'Kindness Reward' presented in Friday assembly
- ◆ During the term Awards Assembly: Highest Merit award, Religious Education award, Love of Reading award, Writing award, Maths award, PE awards, Friendship award, Lunchtime Behaviour award, Headteacher award.
- ◆ Good To Be Green playtime on Friday- 2.15-2.30 KS1; 2.30-2.45 KS2
- ◆ 2.50 Friday Family Service

2. PREVENTING INAPPROPRIATE BEHAVIOUR

Occasionally, children may forget our aims for good behaviour and be inconsiderate towards others. At Sacred Heart we shall try to prevent this from happening by:

- ◆ reminding children of the school's aims
- ◆ noticing and promoting good behaviour as it occurs

2.1 School Code of Conduct:

Have a good knowledge and understanding of the Sacred Heart Behaviour Policy and Sacred Heart Behaviour values:

1. **Being considerate:** showing care to one another and thinking of others at all times
2. **Showing respect:** being polite, well-mannered and helpful at all times
3. **Being tolerant:** recognising that we are all different and unique and ensuring that everyone is accepted and included
4. **Being co-operative:** being willing to work together
5. **Being a good friend:** being supportive, thinking of others and learning the value of friendship
6. **Being conscientious:** working hard at all times and doing our best in all things
7. **Being honest:** telling the truth at all times
8. **Being responsible and reliable:** taking responsibility for our actions

2.2 Behaviour Non-negotiables:

1. We behave, and show respect for all adults
2. We line up in a straight line, one behind each other, quietly facing forwards.
3. We raise our hand when wishing to speak- we don't shout out or interrupt when another child or adult is speaking
4. When an adult asks us, we stop, look and listen
5. We walk everywhere in school and walk to and from the playground.
6. We say positive things to each other, never making nasty comments or gestures.
7. We think before we act. We keep our hands, feet and objects to ourselves at all times.
8. We keep ourselves and our school tidy
9. We respect all property, always asking before using and putting back in its correct place.

Playground rules:

1. Play safely with respect for others.
2. Do not spoil other people's games.
3. Keep hands, feet and objects to ourselves.



4. Do not name call.
5. React promptly to the bell
6. Line up quietly and smartly, showing we are ready to learn.

Lunchtime rules

1. As above
2. Listen and respect the Midday Supervisors, Kitchen staff, Play Leaders and Lunch Leaders
3. Do as you are asked first time
4. Line up quietly and do not push in the queue
5. Talk quietly in the dining hall

Indoor playtime rules

1. All school behaviour codes of conduct apply.
2. Children must be seated in their classroom occupied by a quiet activity alone, in pairs or small groups.
3. Children must respect the minders and follow their reasonable requests.

2.3 CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

The **Good to be Green** system is visible in every classroom from FS2 to Year 6 and it displays clearly the system in place across the school for correcting unacceptable behaviour. (See Appendix 1)

Foundation Stage

When children begin school in the Foundation Stage they experience a wide range of activities and experiences to help them understand our behaviour expectations and very soon become accustomed to the Sacred Heart Foundation Stage Class Rules. Staff work hard to familiarise the children with our expectations to enable all the children to enjoy being part of the Sacred Heart community.

Children are encouraged to behave in the expected way by gaining rewards on the visual reward charts and 'Dogo points'.

If a child exhibits unacceptable behaviour the member of staff will talk to the child or indicate that they have made a bad choice and expect them to reconsider their actions, in line with the agreed class rules. If their poor behaviour continues they will see a warning card against their name.

When the child corrects their behaviour, their name will return to green on the behaviour chart.

Merits are awarded to children who demonstrate positive behaviour and improved behaviour.

If however, a child continues to break the rules, despite the warnings given, they will be given immediate 'Time Out' (sitting on a chair in the classroom or play area) using a sand timer to mark the period of time. If a child has repeatedly received any form of consequence, parents will be informed verbally or in written form via the Home/School Diary, at the end of the day.

Key Stage 1 and Key Stage 2

Classroom Displays

Each class, FS, Key Stage 1 and Key Stage 2, has a set of Class Rules and a prominent behaviour chart displayed in their classroom. At the beginning of the day every child starts on 'Green' on the classroom chart.

Sanctions:

1. Verbal warning & name on the board – improved behaviour no action
2. 'Stop and Think' blue card – improved behaviour no further action
3. Continued poor behaviour Yellow card on the table – improved behaviour no action
4. Continued poor behaviour Yellow card in the wall chart = lost Good to be Green (for the morning or the afternoon – return to green 8.50am /1.00pm)
5. Final warning Red Card = note to parent & SLT stand on the line next playtime (KS1 5-10 mins KS2 10-15 mins)

The Green card in the behaviour chart enables all children to start each half day positively. In this way, each day will be a new day for children, a chance to start again, to be forgiven and to forget the poor choices that were made the previous day/morning

2.4 Report Cards

1. A child who receives **five Red Cards** over a fortnightly period they will be issued with a Report Card and the teacher will meet with the parent. The Report Card is issued initially for a period of five consecutive school days. The child on a Report Card will report to the teacher or adult they are working with after each session of the day and the adult will sign and comment on the child's behaviour after each session. At the end of the day the child will meet with a Senior Leader to discuss their behaviour on that day, the choices they have made and how, if necessary, they can be improved. The Report Card can last for up to two weeks, if necessary.

2. If a child continues to show unacceptable behaviour, they will be placed on a **Head Teacher's Report Card**. Parents will be informed and a meeting between the Head Teacher, class teacher and the Parents/Carers will be organised to discuss behaviour targets to be implemented and to encourage a partnership between school and home. The 'individual behaviour programme' will help the child to learn appropriate social behaviour, in partnership with parents/carers.



3. On the rare occasion when there is still further deterioration in behaviour choices or in the event of extreme behaviour, where the child has seriously broken the school rules or when allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils, further consequences will be used such as;

- Internal isolation managed by the Senior Management Team
- Exclusion from school activities
- Exclusion during lunchtime (parents would be expected to collect the child for the duration of the lunchtime)
- Fixed period exclusions (up to a maximum of 45 days in a school year)
- Permanent exclusions

2.5 These consequences would only be used in extreme cases.

In very rare cases it may be necessary to suspend a pupil, for example if there has been a physical attack on another person, (see section below) if there is persistent poor behaviour on a regular basis or if an offensive weapon or substance has been brought onto the school site. Suspension is usually set for a fixed term, for example lunchtime, or for a maximum of three full days. In such cases careful arrangements and guarantees will be sought that any child returning to school after suspension will be helped, but expected to behave appropriately.

In exceptional cases it may be necessary that a pupil is permanently excluded from the school. In such cases the incident will be investigated by the Governing Body Disciplinary Committee, and if this results in permanent exclusion parents /cares do have the right of appeal.

Seriously Unacceptable Behaviour

Seriously unacceptable behaviour includes; swearing, verbal abuse, using racist or homophobic language, physical abuse, refusal, disrespect to staff and damage to school and other people's property. If a pupil is behaving in a seriously unacceptable way they will automatically receive 3 playtime detentions and be sent to Mrs Taylor or a senior leader, who may issue further sanctions.

Abusive or violent behaviour will not be tolerated and either of these will result in disciplinary action.

In the event of violent behaviour:

Pupil v Pupil

Participants will be separated as quickly as possible, using the minimum amount of force necessary. Medical attention, where necessary, will be administered. The parents or carers of both parties will be informed as soon as possible. Sanctions to be imposed, including that of exclusion, will be dependent upon the seriousness of the incident and the background circumstances.

Pupil v Member of Staff

Verbal abuse or physical assault to any member of staff may result in sanctions, including exclusion being imposed.

Parent / Carer v Member of Staff or any other Adult

We ask parents/carers to recognise that verbal/physical abuse can have no place in any discussion, and that continued abuse will result in a request for the perpetrator to leave the premises. Failure to do so will lead to the Police being informed. Any physical assault will be reported to the Police as soon as possible with a request for action. The incident will be recorded and details passed to the Governing Body and Local Authority for monitoring.

At Sacred Heart we feel that the importance of good behaviour cannot be over-estimated. Parents, staff, governors and pupils all enjoy the happy social community that presently exists and we wish to maintain this through the help of all involved. Children will be rewarded in class for staying green all week and they will be rewarded by the Headteacher if this continues throughout the term.

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy, consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher and Senior Leaders support the staff by implementing the policy, by setting high standards of behaviour and ensuring all adults provide exemplary role models for all children to follow.

If you would like to discuss any aspect please contact Mrs Karen Taylor.



2.6 Pupil Transition

When a child from Sacred Heart moves to another school, either in Year 6 or any other Year group, we will ensure that the new school is informed of any relevant behavioural issues encountered. In this way we will ensure that the transition is smooth and well supported for the benefit of the child.

3 Complaints Procedure (See Website, Complaints procedure Policy)

The Our Lady of Lourdes Catholic Multi Academy Trust is committed to providing the very highest standards of education and support and places great value on its strong partnership with parents. We recognise that from time to time concerns or complaints may arise and it is our aim to work with all parties involved towards a satisfactory resolution.

The aim of this procedure is to enable those involved to reach a resolution of their concerns by providing a transparent and easily understood process for handling complaints. We will do this by:

- Attempting to resolve concerns through informal discussions at the earliest stage
- Providing named contacts and a timescale for a response to be made by the academy
- Focusing on resolving complaints rather than apportioning blame
- Promoting confidentiality and discretion
- Being forthright in dealing with vexatious, abusive and malicious complaints

At the Sacred Heart we acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

4 Equality Statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

The Behaviour Policy of the Sacred Heart Catholic Voluntary Academy was ratified at Advent 2 – 9.11.2020

Next Review Date: November 2021 annually

Chair of Governors signature: Miss E Cooper

Head Teacher's signature: Mrs Karen P Taylor