

Sacred Heart Catholic Voluntary Academy



Behaviour Policy

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Mission Statement

What would Jesus do?



Do what Jesus did!!



Our Mission:

To make good choices in all areas of our lives, using Jesus as our role model.

“A community rooted in love, growing in faith and truth” At Sacred Heart, we develop a caring Catholic Community based upon the life and example of Jesus Christ, which embraces the lives of everyone and everything in our school. Our school motto is: What would Jesus do? Do what Jesus did! We encourage children and adults to reflect on their words and actions and to take responsibility for their choices. It is through Jesus’ message of love and forgiveness that children, our staff, parents and governors, preserve the essential Catholic ethos of our school. We aim to assure all children that they are valued, and they in turn are encouraged to show respect and value to each other and the community. This message is reinforced through our collective worship and Catholic Life within school. Our fundamental objective is to enable each child to strive for excellence and achieve their true potential within a happy Catholic environment. We prepare our children to take their place in The World as well-rounded and responsible citizens, with the skills, knowledge and understanding necessary to contribute to the life and culture of society.

HEART VALUES

H- Hardworking

E- Enthusiastic

A -Aspirational

R- Respectful

T- Togetherness

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, catholic virtues, mutual trust and respect for all. The whole community follow our HEART VALUES – hardworking, enthusiastic, aspirational, respect and togetherness. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and 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 not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The School behaviour Policy informs our Sacred Heart Values Curriculum. The Sacred Heart Values Curriculum is taught explicitly throughout the school year and informs children's behaviour from their interactions with each other to how they talk to staff and have high expectations of themselves.

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 wellbeing for all children by raising awareness of appropriate behaviour.
- To teach pupils that actions & 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.

“I give you a new commandment, love one another; just as I have loved you.” (John 13:34)

Ethos

At Sacred Heart CVA, 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. Essentially our Ethos is demonstrated by the outward signs and the personal experiences of the teachings of Christ and the Catholic Church in the totality of daily life in our school.

Aims

- To ensure that Christ is at the centre of all that we do
- To motivate children to do their best
- To value achievement and raise self-esteem
- To promote safety and well-being of all pupils
- To promote consideration and respect for others
- To teach pupils that actions and choices have consequences restoratively
- To raise awareness of appropriate behaviour
- To respond to challenging behaviour restoratively

- To help those harmed by others actions restoratively
- To instill our HEART Values and Virtues into everyday life through our Sacred Heart Values Curriculum.
- To continue to develop the spiritual and moral standards of our pupils

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher/Deputy Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Contents:

Statement of intent

1. Legal framework

2. Roles and responsibilities

3. Definitions

4. Smoking

5. Prohibited sexual harassment

5b Prohibited items

6. Effective classroom management

7. Positive relationships and approach

8. The classroom environment

9. Understanding behaviour

9b SEND Statement

10. De-escalation strategies

11. Intervention

12. Managing behaviour

13. Behaviour off the school premises

14. Staff training

15. Monitoring and review

Appendices

Statement of intent

Sacred Heart Catholic Voluntary Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

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

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising, recognising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act
- Education Act
- Equality Act
- Educations and Inspections
- Health Act
- The School Information (England) Regulations
- DfE 'Behaviour and discipline in schools'
- DfE 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE 'Mental health and behaviour in schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Use of reasonable force'
- Voyeurism (Offences) Act 2019 1.2.
- Keeping Children Safe in Education (2021)

1.2. This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion and Suspensions Policy
- Positive Handling
- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The Local Governing Board has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social, Emotional, Mental Health-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.

2.2. The Headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any consequences for making wrong choices.
- The strategic planning and monitoring of the Sacred Heart Values Curriculum.
- Managing serious unacceptable behaviour (See 3.4 in Behavior Policy).
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
 - Reporting to the Local Governing Board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH related issues that could be driving disruptive behaviour.

2.3. The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, headteacher and Local Governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

- Coordinating with the SENCO and 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, including SEMH charities.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate
- Leading CPD on mental health and behaviour

2.4. The SENCO is responsible for:

- Collaborating with the Local Governing Board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
 - Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
 - Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- 2.5. 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.
 - Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
 - Keeping the Headteacher and Mental Health Lead up-to-date with any changes in behaviour.

2.6. 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, and for modelling high levels of behaviour.
- As authorised by the headteacher, issuing consequences for pupils who display poor levels of behaviour. This responsibility includes the power to issue consequences to pupils even when they are not in school or in the charge of a member of staff.

2.7. 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.
- Application of the Sacred Heart Values Curriculum.

2.8. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

3.1. For the purpose of this policy, the school defines “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:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
 - 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
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

3.2. 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:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework
- Use of mobile phones without permission
- Graffiti

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

3.4. “Serious unacceptable behaviour” is defined as:

- Discriminative abuse
- Bullying
- Persistent disobedience or destructive behaviour leading to very frequent loss of learning time.
- Extreme behaviour – e.g. violence, running away from school, vandalism
 - Behaviour that threatens safety or presents a serious danger to other pupils or members of staff
- Behaviour that seriously inhibits the learning of pupils

3.5 Behaviour incidents will be recorded on CPOMS.

4. Smoking

4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

4.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

4.3. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

4.4. Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

5. Prohibited sexual harassment

5.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

5.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
 - Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
 - Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
 - Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
 - Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements

5.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment, educate the pupils (age appropriately) and prevent any reoccurrence.

5.4. Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

5.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

5B Prohibited Items

The following items are banned from school :

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).

- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Please refer to the Trust Search and Confiscation Policy and DfE guidance.

6. Effective classroom management

6.1. The school expects that all classrooms will follow the Sacred Heart Values Curriculum.

- Start the year with explicit teaching of the Sacred Heart Values Curriculum. These are retrieved every half term.
 - Establish agreed rewards and positive reinforcements – Recognition board using the Sacred Heart values and House Points
- Share consequences for misbehaviour – Reflect, warning and consequence. Partner Class. Reflection sheets to be completed during reflection time at first break time.
- Establish clear responses that are consistent in all classrooms for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons, take into consideration means of participation e.g. Doug Lamov TIAC strategies.

6.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner. Use SLOW walking, SPEAK for contribution to class discussion, PETS for manners and STAR listening (See Sacred Heart Values Curriculum).

6.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Sacred Heart Values Curriculum.
- Sacred Heart Values Curriculum Routines.
- Sacred Heart Values Curriculum Praise.
- Rewards

Classroom rules 6.4.

Teachers use the Sacred Heart Values Curriculum to embed routines that are consistent in each classroom throughout the school.

6.5. Teachers ensure that the Sacred Heart Values Curriculum is always clear, comprehensive and enforceable.

6.6. Before committing to the Sacred Heart Values Curriculum, teachers ensure that all pupils fully understand what they involve and what is expected of them.

6.7. Teachers explain the rationale behind the Sacred Heart Values Curriculum in order to help pupils understand why rules are needed.

6.8. Expectations are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

6.9. Teachers explain clearly to pupils what will happen if they breach any of the expectations so they are aware of the consequences that may be imposed.

Routines

6.10. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

6.11. Teachers establish classroom routines at the beginning of the academic year in conjunction with the Sacred Heart Values Curriculum and pupils. These are revisited at least once every half term.

6.12. Routines may include activities such as the following:

- Handing out exercise books at the beginning of the lesson
- Writing lesson objectives down
- Retrieval practice at the beginning of every session.

6.13. Once a routine has been established, the teacher models this for pupils to ensure they understand it.

6.14. Timetables are displayed alongside the expectations on the wall so that they are clearly visible to pupils.

6.15. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

6.16. Teachers ensure that the routine remains consistent and is practiced throughout the year to create a more productive and enjoyable environment – as detailed in the Sacred Heart Values Curriculum.

Praise

6.17. The school recognises that praise is key to making pupils feel loved and valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

6.18. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded either by the recognition board, using Heart Values.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

6.19. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

6.20. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

6.23 If praise is given either using the recognition board or with a house point these cannot be taken away from the pupil.

Rewards

6.21. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again.

For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

6.22. The school uses three different categories of rewards – these are:

- Social – praise and recognition, e.g. use of the recognition board, a positive phone call or class dojomessage home.
- Physical – material rewards, e.g. house points, stickers or certificates.
- Activity – activity-based rewards, e.g. extra play, free time.

6.23. Teachers may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Stickers (age-appropriate)
- Heart Values Recognition Board
- House Points
- Certificates
- reward time
- Class celebrations (attendance)
- Phone calls and dojo messages home
- Extra breaktime
- Special privilege, e.g. non-uniform privilege

7. Positive relationships and approach

7.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

7.2. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
 - Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

7.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
 - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.

- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.
- Teachers will use Politeness PETS in line with the expectations of the Sacred Heart Values Curriculum.

7.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

7.5. The school aims to promote resilience as part of a whole-school approach, using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
 - Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

7.6. Positive mental wellbeing will be promoted through:

- Teaching PSHE/RSHE curriculum
- ELSA drop in sessions
- ELSA organised sessions
- Counselling (as required)
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

7.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

7.8. We always aim to maintain positive working relationships with parents. However, the school will not tolerate unreasonable, abusive or offensive communication, including on social media platforms and the school reserves the right to resolve any such problems as they feel appropriate in discussion with the OLOL trust.

7.9. Link to DfE government publication called "Controlling access to school premises":

<https://www.gov.uk/government/publications/controlling-access-to-school-premises/controlling-access-to-school-premise>

8. The classroom environment

8.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

8.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

8.3. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

8.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

8.5. Teachers establish different methods for regaining pupils' attention.

9. Understanding behaviour

9.1. Where pupils frequently display negative, challenging behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this will be conducted with SENCO or headteacher and involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

9.2. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

9.3. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

9.4. A positive individual behaviour plan is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

9.5. Necessary staff members will be familiar with the pupil's behaviour plan to ensure staff are equipped to deal with instances of negative behaviour.

9.6. Pupils and their parents are involved in the development of the behaviour plan, and this is reviewed regularly by the parent, pupil and their teacher.

9B Pupils with Special Educational Needs

The school recognise that pupils with SEND have individual needs and will make the necessary adaptations the school and the SENCO sees suitable, when applying the Behaviour Policy.

"The academy must take account of any Special Educational Needs and Disabilities (SEND) when considering whether or not to suspend or permanently exclude a pupil. The headteacher must ensure that all reasonable steps, in line with the Equalities Act 2010 have been taken by the academy to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to their disability.

In line with DfE guidance on suspending or excluding a child with SEND, the headteacher must look first at what additional support is needed, explored alternative strategies with outside agencies or considered whether a different school/academy would be more suitable."

"The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Equality Act 2010."

10. De-escalation strategies

10.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- A reminder
- A warning

10.2. When poor behavioural choices are made by the children, the following action will take place and **will be consistent in all classrooms.**

- Reminder: "Name.... This is your reminder. You are (identify behaviour)..... Please remember our..... (Sacred Heart Value)"**
- Warning: "Name.... This is your warning. You are still (identify behaviour)..... Please remember our..... (Sacred Heart Value) Remember last week when you That's the Name I want to see. (Name written on board).**
- Consequence: Name.... You are still (identify behaviour)..... You now need to go to your partner class and complete a reflection sheet in your own time.**

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language offering 2 choices of behaviour
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
 - Showing open, accepting body language, e.g. not standing with their arms crossed •
 - Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
 - Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened, this should be within two choices.

11. Intervention

11.1. In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

11.2. Positive handling may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by

misuse of dangerous materials or objects

- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption.

11.3. Positive handling will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

11.4. All staff will attempt to use the de-escalation strategies before the use of Positive handling; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

11.5. Any physical intervention used will be conducted in line with the Positive Handling Policy and Use of Reasonable Force Policy.

11.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

11.7. After an instance of positive handling, the pupil's parents will be contacted by the class teacher, TA or member of the office staff – parents may be asked to collect the pupil and take them home for the rest of the day.

11.8. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension.

11.9. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

12. Managing behaviour

12.1. Instances of poor behaviour are taken seriously and dealt with and reflected upon between the adult dealing with the incident and the pupil, using the school reflection sheet.

12.2. Staff will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems – this will be on CPOMS and categorised correctly.

12.3. When poor behavioural choices are made by the children, the following action will take place and **will be consistent in all classrooms**.

- iv) **Reminder:** "Name.... This is your reminder. You are (identify behaviour)..... Please remember our..... (Sacred Heart Value)"
- v) **Warning:** "Name.... This is your warning. You are still (identify behaviour)..... Please remember our..... (Sacred Heart Value) Remember last week when you That's the Name I want to see. (Name written on board).
- vi) **Consequence:** Name.... You are still (identify behaviour)..... You now need to go to your partner class and complete a reflection sheet in your own time.

12.4 If the child requires a consequence and misses their break time, then the class teacher must inform the parents or carers before the child is dismissed at the end of the school day. This can be a Class dojo message or a telephone call.

12.5 If a child completes three or more reflection sheets within a half term then the class teacher informs SLT or Headteacher and that pupil will be placed on a behaviour plan developed with the class teacher and parents.

12.6 Should this behaviour continue, the Headteacher will decide whether or not Suspension and Exclusion Policy will be enforced.

12.7

Although challenging behaviour does not necessarily mean a pupil has SEND. An assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties or Mental Health issues that may be contributing to the child's behaviour.

Where a pupil identified as having SEMH Difficulties, SEND support will be considered from the school's notional SEND budget.

• SEND support, which outlines a specific program of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

- Stage 1: Universal support – the adjustments, interventions and support accessible to all pupils that is delivered at a whole school level.
- Stage 2: Selected support – the support and interventions delivered using the school's resources led by the SENCO. –
- Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs

Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be adapted to outline the necessary provisions in place.
- The Headteacher and SENDCo will decide whether it is necessary to complete a common assessment framework, if multi-agency support is necessary.
- If behaviour is increasingly volatile, the Small Steps or Concerning Behaviour pathways team will be informed.

Following a fourth incident of challenging behaviour, the following sanctions are implemented:

- The headteacher will enforce a fixed-term exclusion in line with the school's Exclusion Policy.
 - The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.
 - When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
 - When returning to the school, the pupil will have an individual behavioural plan in place and a risk assessment (if necessary).

- Parents will be made aware that a further incident could result in permanent exclusion.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

For punishments to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to issue a consequence to a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010. 12.7. The school will ensure that all sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

13. Behaviour off school premises

13.1. Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform.

13.2. Staff can issue a consequence for misbehaviour outside of the school premises.

13.3. Staff may issue a consequence for misbehaviour off the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

13.4. Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

13.5. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

13.6. The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

13.7. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

13.8. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

14. Staff training

14.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

14.2. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour through CRB training – this training is updated regularly.

14.3. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

14.4. All staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force Policy.

14.5. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

14.6. Senior members of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

14.7. Teachers and support staff will receive regular and ongoing training as part of their development.

15. Monitoring and review

15.1. This policy will be reviewed by the Headteacher, SENDCo and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

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

15.3. The next scheduled review date for this policy is October 2022

Policy agreed by the Governing Body on 27th September 2021

E Cooper Chair of Governors

C Hornsby Headteacher

Behaviour Contract Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____

Date: _____

My Targets









To prevent my challenging behaviour, I can:

1. _____

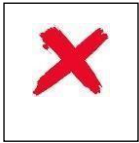
2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:

My contract will be reviewed on: Date

Pupil signature: _____

Teacher signature: _____

Reasons for My Behaviour

Reflections

Consequences of My Behaviour

Name _____

Date _____

Description of my behaviour

How do I feel?

How has my behaviour
affected others?

Other Consequence(s)

Next time, I will:

Pupil _____

Teacher _____

My stop and think
actions

Stop and think!

Reflect what led to things going wrong?

How can I make a repair?

My actions

