



**OUR LADY
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST

Behaviour Policy

Sacred Heart Primary CVA



Our Lady of Lourdes Mission Statement:

We are a partnership of Catholic schools.

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing
- Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents
- Make the world a better place, especially for the most vulnerable in our society, by doing ***'little things with great love'*** St Thérèse of Lisieux

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1 Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2 Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools](http://www.gov.uk)
- [Supporting pupils with medical conditions at school](http://www.gov.uk)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](http://www.gov.uk)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](http://www.gov.uk), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](http://www.gov.uk), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](http://www.gov.uk); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](http://www.gov.uk) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3 Definitions

Misbehaviour is defined as:

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

- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images/materials
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Mobile phones

4 Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:
This is not an exhaustive list.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality). Any form of coercive or controlling behaviour.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5 Roles and responsibilities

5.1 The Trust Board

The Trust Board will monitor the risks and emerging trends in suspensions, permanent exclusions, safeguarding and attendance. Where risk is identified, the Board will challenge the executive team to ensure that effective mitigation is in place.

The Trust Board will review and approve the behaviour policy annually, or in line with any significant update throughout the academic year.

5.2 The Local Governing Body

The Local Governing Body is responsible for monitoring the implementation of the behaviour policy and challenge the senior leadership team concerning any emerging trends.

5.3 The Headteacher

The Headteacher is responsible for:

- Implementing the behaviour policy
- Ensuring that all stakeholders understand the behavioural expectations and the importance of maintaining them
- Ensure a culture of positive behaviour with all stakeholders
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Ensure that the behaviour policy is uploaded to the website

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Ensuring that Our Behaviour Curriculum is taught explicitly at the beginning of every half term.
- Communicating with parents in a timely, sensitive and professional manner
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Making reasonable adjustments as required in conjunction with the SENDco
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

5.5 Parent and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, the school's policy, and working in collaboration with them to resolve behavioural issues.

Any in year updates will be uploaded to the website and changes communicated to parents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and support it at home
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

5.6 Pupils

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Support and induction will be provided for pupils who join during the school year.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

6 School behaviour curriculum

Our school values help each member of the school community to remember how we interpret the core virtues and use them to guide our daily school life. These values under-pin our school and classroom rules. To live by our values, enables us to fulfil the school motto, experience our school ethos as a living presence throughout school and serve Jesus through our words and actions.

Teaching the behaviour curriculum

In order to build character, we define the behaviours and habits that we expect everyone to demonstrate – our Behaviour Curriculum. We want our children to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as children practice

these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states, 'We are what we repeatedly do. Excellence is not an act, but a habit' (1926).

The teaching of Sacred Heart's behaviour curriculum is explicitly focused upon during the first week of the Advent term. As with all other curriculum content, the behaviour curriculum should be taught using teaching based on 'Principles of Instruction' set out by Rosenshine, including regular quizzing to check knowledge and strengthen retention and practice. Like with our subject curriculum, children should learn the content of the behaviour curriculum so that they can recall the information and act upon it. The curriculum is reinforced as outlined in the 'overview of content' below.

Overview of Sacred Heart's Behaviour Curriculum content

	Adv 1	Adv 2	Lent 1	Lent 2	Pent 1	Pent 2
Focus (F1 – Y6)	Explicit teaching of the full Sacred Heart's behaviour approach	On-going revision of content	Longer recap of curriculum	Revision of content	Longer recap of Sacred Heart's behaviour curriculum	On-going revision of content

Teachers will demonstrate the desired behaviours and ensure children have opportunities to practice them. This is essential practice, particularly in the first few days of each half term. Explicit teaching, for example, a lining up order should be taught in the classroom but it must be reinforced in different locations and times throughout the school day e.g. lunchtimes and playtimes. Teachers must share the expectations and agreed practice with all adults that are involved in supporting the class. High expectation and exemplary standards must be expected by everyone. Consistency is key.

The process for teaching behaviour explicitly includes the following steps:

1. Identify the routines you want to see
2. Communicate your expectations in detail
3. Practice the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly (*T. Bennet 2020*)
- 5.

It cannot be over-emphasised - it is important that all school staff maintain the standards set. By doing so, we support each other to create a culture where children feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

We will endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which everyone can flourish. Sacred Heart's school rules, routines and expectations of behaviour are shared regularly and everyone is able to understand the consequences of their actions.

Our whole school rules are based upon our HEART Values, the school's mission and Gospel values:

Hardworking
Enthusiastic
Aspirational
Respectful
Togetherness

Routines and Expectations

The first week of the school year will prioritise Sacred Heart's teaching high expectations of behaviour, as detailed in the overview. We will explicitly teach, model and practise the routines and school rules to all the children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff regularly.

Breakfast Club

A friendly relaxed atmosphere is promoted in breakfast club however school rules continue to apply. Children are encouraged to use their manners, be considerate and helpful to others and show respect to the grown-ups.

If an incident takes place during breakfast club, the child will be given a verbal warning. If the behaviour continues, they will follow the school behaviour system steps (white cloud etc). Any serious behaviour should be reported to the Headteacher/Deputy HT immediately.

Where a child's behaviour remains challenging on a regular basis in breakfast club, parents will be invited to a meeting about their child's behaviour with the headteacher. This may result in the parents being asked to provide alternative care for their child before school.

After School Clubs

Children are expected to behave extremely well during clubs. If a child is not following the school rules, they will be given time out in the hall, on the playground, or in the classroom (depending on where the after-school club is taking place). If the behaviour continues, they will be sent to the teacher dismissing the club. The teacher will speak to the child's parent. If the behaviour is repeated, the child may be prevented from attending further sessions.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the member of staff/after school provider would stop the activity and prevent the child from taking part.

Pupils are expected to:

- *Behave in an orderly and self-controlled way*
- *Show respect to members of staff and each other*
- *In class, make it possible for all pupils to learn*
- *Move quietly around the school*
- *Treat the school buildings and school property with respect*
- *Wear the correct uniform at all times*
- *Accept sanctions when given*
- *Refrain from behaving in a way that brings the school into disrepute, including when outside school or online*
- *Uphold our HEART Values in all they do.*

6.1 Mobile phones

Year 6 pupils who are travelling independently to and from school may bring in a mobile phone after parents and the pupil have signed the independent travel agreement. This phone must be turned off and handed into the office in a plastic wallet/pencil case with their names clearly marked immediately on arrival to school. Pupils are not permitted to keep their phones in their bags.

Pupils in other year groups are not permitted to bring in mobile phones unless permission has been given. These must be handed into the office on arrival.

7 Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with all pupils
- Greet pupils positively at the start of every session
- Display out HEART Values
- Use the Behaviour system fairly and consistently
- Clear objectives and success criteria are shared with pupils.
- Materials and preparation identify differentiated pupil needs.
- There is sustained hard work on the part of pupils as well as the teacher.
- There is the encouragement of pupils to contribute ideas.
- There is careful attention to the pupils' contributions, with encouragement to refine their ideas in discussion.
- There is flexibility in adapting a lesson plan to take account of pupils' contributions.
- There is variation of pace within a lesson to keep interest and momentum.
- Pupils are involved in their own learning and take ownership of it.

We expect that each child will be ready to learn. In order to do this, we expect all staff to re-enforce the acronym (**see Behaviour Curriculum Appendix 1**) during learning sessions.

All pupils are encouraged to use our SPEAK and PETS (see Appendix 1) when in conversation with other

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- House points
- Heart of the School Awards
- Sending then to the headteacher for praise
- Class rewards.
- Added to the star in the classrooms

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, Emotion coaching, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Every child begins each day on 'HEART Values'. This reflects that they are following school rules at an appropriate, good level. When an individual child requires an intervention, the steps will be actioned as described below:

Step 1. A verbal reminder of the rules, may include a 'drive by' to reinforce the reminder.

Example: " , you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future."



Step 2. Warning – White cloud

Explain that you have spoken to the child about breaking the rules and that they are now receiving a White Thinking Cloud in relation to this behaviour – there will be a consequence if the behaviour does not change.

Example: " , you are shouting out which is breaking our school rule of being respectful. This is your WARNING. Next time I have to speak to you it will be a blue cloud. Please raise your hand in future."



Blue Cloud

Explain that they have still chosen not to follow our school rules and as a consequence they have received a Blue Thinking Cloud. This means they must speak to you for a few minutes at break-time.

Example: " , you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now received a Blue Cloud and will need to speak to me at breaktime."

Pupils showing disrespect to staff will be automatically placed on the Blue Cloud.

Red Circle



Explain that they have continued to choose not to follow the rules and as a consequence they have received a Red Circle. This means that they will now need to spend time reflecting on their choices in another class for 10 minutes. It may be necessary for the child to be sent to the HT or SLT at this point.

Example: " , you are continuing to break the school rule of being respectful and have now received a Red Circle. You will now spend your breaktime thinking about the choices you have made".

At any point, with improved behaviour the child can make their way back up the steps e.g. have a White Thinking Bubble removed if a child improves their behaviour. Seek to praise their efforts and always consider what might be causing the behaviour to help be proactive and deal with it in a positive manner if possible.

Particular, more serious behaviour e.g. swearing, physically hurting another child or adult, will warrant an immediate Red Circle - 'time for reflection'.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Agreeing a behaviour contract between school, home and the pupil:

- Removal of the pupil from the classroom
- Internal isolation
- Reflection Time (during free time)
- Suspension
- Permanent exclusion, in the most serious of circumstances.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property to the extent of causing injury to themselves or others
- If a criminal offence is being caused, if appropriate the police should be contacted

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Ensure you contact your DPS team for advice and support.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

7.6.1 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- Parents must be informed immediately (see 7.6.4 for further detail)

When an authorised member of staff conducts a search without a witness, they should immediately report this to the Headteacher or DLS in her absence and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. This must be out of sight and away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. The member of staff will then contact the headteacher or member of SLT to try to determine why the pupil is refusing to comply.

If a student is suspected of having an offensive weapon or suspected of being involved in criminal activity the police must be called. This decision will be made on a case-by-case basis, taking into

consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket/school shirts being worn over a t-shirt/blazer/shirt pockets)
- Hats, scarves, gloves, shoes or boots

7.6.2 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags
- Trays

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

7.6.3 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay and record all searches within CPOMs:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on CPOMs.

7.6.4 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

7.6.5 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

If the child has a social worker, they will be informed by the school.

7.6.6 Strip searches

The [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/policy-01-searching-seizure.pdf) states that strip searches on school premises should only be carried out by police officers.

Staff will consider the potential for a strip search taking into account the pupil's mental and physical wellbeing and the risk of not recovering the suspected item and will then contact the police to enact this.

Under no circumstances should a member of staff conduct a strip search of a pupil.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them as stated in the [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/policy-01-searching-seizure.pdf). The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

In the event a strip search is deemed necessary by the police, an appropriate adult must be present.

7.6.7 Communication and record-keeping

The DPS team must be contacted immediately, if a strip search is being considered.

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of SLT (Senior Leadership Team) can act as the appropriate adult.

In the event of contact with parents being unsuccessful before the strip search, the pupil's parents/carers will always be informed by a member of the SLT once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

7.6.8 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult (and pupil, if possible).

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Be a member of the SLT.
- **Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex or if there is not a member of the same sex in school.**

The search will not be carried out anywhere where the pupil could be seen by anyone else.

7.6.9 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched previously will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
 - **This could be within school or out of schools hours.**
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police and contact their link DPS.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or deputy in her absence, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

All elements will be recorded on CPOMs.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and managing allegations against staff protocol, for more information on responding to allegations of abuse against staff or other pupils.

8 Serious sanctions

8.1 Reflection Detentions

Reflection detentions will be given out by any member of staff should the pupil be placed on the 'Red Circle'. Reflections will take place at the next breaktime, or at a dinnertime. The member of staff who issued the red circle should complete the reflection with the pupil.

If the incident involved verbal disrespect to an adult, hate speech or a physical incident SLT will be informed of the reflection and may conduct the reflection with the pupil.

Parents will be informed of a red circle by the pupil's class teacher – this will either be via an Arbor message or face to face at the end of the day.

If a pupil receives 3 Red Circles in a half term, a parental meeting will be called and a behaviour plan put in place for the pupil as a supportive measure.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff, and will be removed for a maximum of 10 minutes or until the pupil is regulated and ready to be back in the classroom .

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Internal Suspension

As part of a whole school approach to behaviour and attendance, internal suspension usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal suspension should be for the shortest time possible. It is good practice to ensure there is a clear and shared understanding between all staff, children and young people, parents and carers about this policy and practice involved in internal suspension.

Parents and carers will be notified in advance of an internal suspension.

When 'Remove rooms' should be used:

- for pupils who have been internally suspended and referred through the correct channels
- when a potentially explosive situation can be resolved by placing pupils in the remove room
- in line with the school's behaviour policy

When 'Remove rooms' should not be used:

- for statutory education provision for excluded pupils
- as a place where pupils catch up on coursework or missed exams and tests
- for pupils sent without using the school's referral mechanism

Internal suspension should not become:

- a provision for long-term respite care
- a 'dumping ground' for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

The reasons for the referral to the remove room should be made clear to the pupil (and parents/carers if appropriate). The referral should also include information on what lessons the pupil will be missing and any suggested work that can be completed in the remove room. All referrals will be authorised by the Headteacher.

8.4 Suspension and permanent exclusion

Headteacher must inform the DPS team in the event of a Permanent Exclusion.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our OLOL suspensions and exclusions policy for more information.

9 Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult sitting still for sustained periods.
- Adjustment of seating plans to allow pupils with sensory needs feel safe and pupils with visual or hearing impairments to sit nearer the front.
- Adjusting uniform expectations for a child with sensory issues or dermatological issues.
- Training for staff on understanding needs for example PDA, ASC, ADHD.
- Use of safe spaces where a pupil can regulate
- Use of visual timetables and now and next boards
- Use of Zones of regulation and communication boards.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

- Broxtowe, Gedling and Rushcliffe: icdsehcbGRlocality@nottsc.gov.uk
- Duty Number: 0115 804 1275

10 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meeting with a focus on pupil and parent voice.
- Daily contact with a named person
- Regular interactions with the SENDCo and Headteacher reinforcing positives
- A phrased reintegration maybe considered by the school and advise will be sort on this with Gedling Attendance and behaviour partnership.

11 Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school through the pupil specific adaptations.
- How SEND and mental health needs can impact behaviour
- Attachment and Trauma
- Our Behaviour Curriculum

Behaviour management will also form part of continuing professional development.

13 Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys).

The data will be analysed every term by Mr Cordes, Deputy Head.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix) will be reviewed and approved by the full Governing Body annually.

14 Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion policy
- Alternative Provision Policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- SEND Policy

15 Creation of the Policy

This Behaviour Policy and system was developed by:

Visits to other settings - Stanley Road Primary School in Bradford and St Mary's School Nottingham.

Research - Paul Dix when the Adult Changes, Tom Bennet – Running the Room, D Lemov – teach like a Champion

Staff and Parent Voice

Pupil Voice – Pupils decided rewards, consequences and where each behaviour sat in the system.



The Sacred Heart Values Curriculum

Introduction

At Sacred Heart we develop children's Catholic values and character through our 'Sacred Heart Values and principles.' We equip the children with –

“The ability to select the behaviour they need in the situation they are in, in order to flourish.” (Tom Bennett Running the school). We aim for all our learners to become autonomous and independent, so that they not only succeed in their academic life, but they also manage to have positive social interactions and a high value of their own and others self-worth.

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

Through our carefully curated Sacred Heart Values Curriculum, we aim to create a culture where there is a shared norm and routine which is reinforced through social norms and normative behaviour.

Teaching the behaviour curriculum

“Behaviour cannot be modified in the long term by simply telling students to behave. The behaviour curriculum must be taught, similarly to how we would teach an academic or practical subject.” (Tom Bennett Running the Room).

The curriculum is taught explicitly during the first week in Advent term alongside the traditional National Curriculum subjects.

Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Sacred Heart Values Curriculum' is revisited with pupils and will continue to be reinforced throughout the year.

As with other curriculum content, this should be taught using explicit teaching based on the principles of instruction set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practice these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows –

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them

4. Reinforce, maintain and patrol the routines constantly. It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and can learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must always be applied when teaching the behaviour curriculum.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
All groups from Nursery to Y6	Explicit teaching of the full 'Sacred Heart Values' Curriculum.	Ongoing revision of content	Longer recap of the 'Sacred Heart Values' Curriculum.	Ongoing revision of content	Longer recap of the 'Sacred Heart Values' Curriculum.	Ongoing revision of content.

Curriculum Content

Curriculum Content to be covered in depth in Autumn Term 1 and revisited throughout the year.

Our HEART Values are principles we celebrate within our school. They are:

- **H**ardworking
- **E**nthusiastic
- **A**spirational
- **R**espectful
- **T**ogetherness

You can see these values in the actions of all pupils within our school by 'Building Your Heart' the following examples:

RESPECT and TOGETHERNESS	Aspirational and Enthusiastic	Hardworking
Say please and thank you without prompt. Hold doors open for adults and other children. Say good morning/ good afternoon to adults and other children.	Complete homework on time. Wear correct uniform in line with set expectations. Accept responsibility when you make a mistake. Say sorry and reflect on actions.	Be Hardworking Be Considerate towards others Arms folded to show listening

- When you show respect and togetherness, you have a good opinion of other people's character or ideas and are following in Jesus' footsteps valuing all peoples.
- Being aspirational and enthusiastic means being able to be trusted to do the right things that are expected of you without supervision.
- Being hardworking enables all learners to get the most out of their time in school. In lessons or outside on the playground we must always be prepared.

Know that pupils who do not follow the HEART principles and the school rules will have a consequence for this.

Moving Through School

We walk through school using **SLOW walking**.

We understand that **SLOW walking** means:

- **S**ensible and calm
- **L**ooking forwards always
- **O**ur hands by our sides
- **W**hisper not shout

When we are moving through school, we always use the left hand side of the corridor.

When we use **SLOW walking**, we keep everyone in school safe and make sure the learning of other children is not disrupted as people move around the school.

SLOW Walking

Sensible and calm

Looking forwards
always

Our hands by our sides

Whisper not shout

Classroom routines

In our school we use **STAR listening** in class. This means that we –

- **S**it up straight
- **T**rack the speaker
- **A**lways have our arms folded and listen silently
- **R**espond respectfully

We all use **STAR Listening** to ensure everybody can learn without distractions.

STAR listening

Sit up straight

Track the speaker

Always have our arms
folded and listen
silently

Respond respectfully

We all must know the following information:

Know the order that you always line up in.

Know who you stand in front of and who is behind you.

Know that you should line up without leaning against the walls while moving around school.

Know the routine for entering the classroom and getting ready to work.

Know where you sit in class during lessons (including 'carpet places').

Know the routine for handing out and collecting exercise books in the classroom.

Know where to hang up your coat in the classroom.

Know that you should only go to the toilet at playtime or lunchtime or if you are ill during lessons.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that deliberate damage to school equipment will incur a consequence.

Speaking in Class

In our school we use '**SPEAK**' to help us to speak clearly in class.

We all know that '**SPEAK**' stands for –

- **S** – Sentences – answer in a complete sentence.
- **P** – Project – project your voice.
- **E** – Eye contact – Give the person eye contact when speaking.
- **A** – Articulate – Articulate your words by speaking clearly.
- **K** – Keep – Keep your hands away from your mouth

Completing work in books

Know how to set work out in books according to subject specific policy documents.

Know that each piece of work needs a date and title/ learning objective.

Know that you must use 'one digit one square' when writing in maths books.

Know how to underline titles using a ruler.

Know how to correct mistakes by drawing a straight line through your work.

SPEAK your speech

S – Sentences – answer in a complete sentence. **P** – Project – project your voice.

E – Eye contact – Give the person eye contact when speaking.

A – Articulate – Articulate your words by speaking clearly.

K – Keep – Keep your

Manners

In our school we use our Politeness **Pets** to make sure we are always polite to each other.

We know that Politeness **Pets** stands for –

Please – Pupils know that they should always say 'please' when they are asking for something.

Excuse me – Pupils know that they should say 'excuse me' if someone is in their way.

Thank you – Pupils know that they should say 'thank you' when they receive something, or someone does something nice.

Smile – Pupils know that they should be positive and upbeat when talking to adults and each other.

Know that you should let any waiting adults through a doorway before walking through yourself.

Politeness Pets

Please

Excuse me

Thank you

Smile

Know that you should say 'Good morning/afternoon Sir/Miss' to adults if spoken to.

Know that it is polite to ask questions such as "How are you today, Miss?", "Have you had a good morning, Sir?", "Did you have a good weekend, Miss?" or comment on the weather. Know that it is polite to give eye contact to the person you are talking to.

Know that it is important to show gratitude to others by thanking people for what they have done.

Know that it is important to have good manners so that people act politely back to you.

Playtime behaviour

Know that you must walk from your classroom to the playground using '**Slow Walking**'.

Know that you must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be kind, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that you do not dig by the trees on the playground as this creates a messy playground.

Know that you should not scream when playing together at playtime.

Know that, when the bell rings, you must freeze on the first bell and wait silently. On the second bell, you begin to tidy up from playtime and SLOW walk to the classrooms.

Lunchtime

Know where you line up for lunchtime when you are called.

Know where you sit in the dinner hall during lunchtime. Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)

Know that you should finish what you are eating before leaving your seat and tidy up any mess you have made before leaving the dining room.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Know that 'good manners' means saying please when you ask for something and 'thank you' when you receive it.

School Uniform

Dark trousers, black or grey skirt, white shirt, white blouse or polo shirt, school blue sweatshirt and black shoes. Dark shorts can be worn in the warmer weather as can blue check dresses. Headscarves should be white, blue or black.

Know that all shirts must be tucked in.

Know that long hair must be tied back.

Know that correct uniform or PE kit must be worn to school.

Jewellery

Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears and a watch.

PE

Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, white T-shirt, trainers for outside. A plain blue sweatshirt can also be worn in colder months.

Know that indoor PE is done in trainers.

End of the day routine

Know that pupils must stay in a straight line while walking across the playground until they reach their meeting point on the playground.

Know that they must stand in front of the teacher at the meeting point.

Know that they must not go home until the teacher has checked that the correct adult is picking them up.

Know that these procedures are put in place to keep all children safe at home time.

Attendance and Punctuality

Know that you must try to attend school every day.

Know that you must try to arrive at school on time every day.

Know that attending school on time every day is important so that you don't miss important learning.

Behaviour outside school

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that you should be considerate of other people arriving and leaving school.

Know that being considerate means thinking about other people's needs, wishes and feelings.

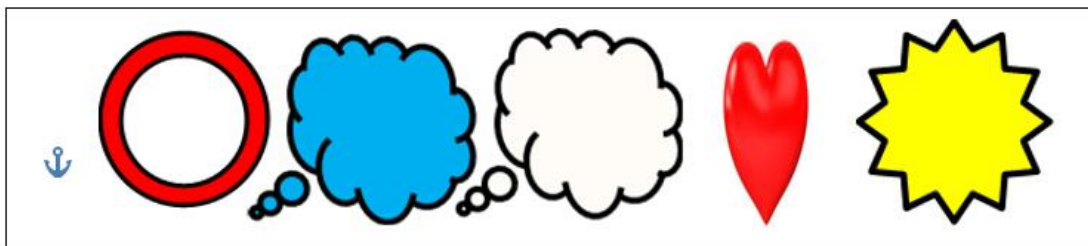
Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

Summary

Know that the Sacred Heart Values curriculum must always be followed.

Know that all pupils follow the Sacred Heart Values curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

NOTE: We do not have class charters, individual class rules or individual behaviour systems



Every child begins each day on Heart. This reflects that they are following school rules at an appropriate, good level. When an individual child requires an intervention, the steps will be actioned as described below:

Step 1. A verbal reminder of the rules, may include a 'drive by' to reinforce the reminder *Example: " , you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future."*

Red Circle Step 4 or straight away for serious unacceptable behaviour	Blue Cloud Step 3	White Cloud Step 2	Heart	Star
<p>This is a consequence to your behaviour. Serious unacceptable behaviour Full break/ dinnertime 30 min Parents are informed. You may be asked to leave your classroom or go to see a member of SLT because your behaviour is unacceptable. You will be missing your next break time if you receive a red circle.</p>	<p>This is a final warning 5 minutes off play and time to reflect with the adult. You will be moved to the blue cloud if you continue to demonstrate behaviours that you have been warned about.</p>	<p>This is for a warning You will be moved to the white cloud if you do not show one of our HEART Values.</p>	<p>Everyone will start the day with a heart. This is showing that you are demonstrating the HEART Values and behaving in manner that we expect you to. We expect to see STAR listening. Slow walking and politeness around the school at all times. This is demonstrating our Heart Values.</p>	<p>This is for exceptional behaviour. Getting onto our Star is for exceptional behaviour or contribution to school life. With a star you will receive 5 house points.</p>
<p>Pupils have decided that: You will immediately go to a red circle if you swear, use racist or homophobic language or hurt someone else.</p>	<p>Pupils have decided that you will go to the blue thinking cloud straight away if you are disrespectful to staff or you call someone a name.</p>	<p>See Not Building your Heart.</p>	<p>See Build your Heart</p>	<p>Pupils have decided that someone who is ALWAYS on the heart, goes out of their way to show togetherness or kindness will go onto the star.</p>
<p>Explain that they have continued to choose not to follow the rules and as a consequence they have received a Red Circle. This means that they will now need to spend time reflecting on their choices with the Head teacher or SLT. It may be necessary for the child to be sent to the HT or SLT at this point.</p> <p><i>Example: " , you are continuing to break the school rule of being re-</i></p>	<p>Explain that they have still chosen not to follow our school rules and as a consequence they have received a Blue Thinking Cloud. This means they must speak to you for a few minutes at break-time.</p> <p><i>Example: " , you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now received a Blue Cloud and will need to speak to me at breaktime "</i></p>	<p>Explain that you have spoken to the child about breaking the rules and that they are now receiving a White Thinking Cloud in relation to this behaviour – there will be a consequence if the behaviour does not change.</p> <p><i>Example: " , you are shouting out which is breaking our school rule of being respectful. This is your WARNING. Next time I have to speak to you it will be a blue cloud. Please raise your hand in future "</i></p>	<p>At any point, with improved behaviour the child can make their way back up the steps e.g. have a White Thinking Bubble removed if a child improves their behaviour. Seek to praise their efforts and always consider what might be causing the behaviour to help be proactive and deal with it in a positive manner if possible.</p> <p>House point cards can be given out by any member of staff to pupils who are showing HEART Values.</p>	



Not building your heart

Not showing your enthusiasm by:

- Not answering questions when asked
- Not taking part in turns and talk
- Not completing home learning
- Not sharing ideas
- Not showing curiosity

Not showing togetherness by:

- Not listening to others
- Not communicating kindly
- Not thinking of others
- Not wearing correct uniform.

Not showing hardworking by:

- Distracting others and not staying on task
- Leaving your desk without permission.
- Not staying at the volume set
- Not doing your best.

Not showing your aspirations by:

- Not presenting your work the best you can
- Giving up when things get hard.
- Not showing independence
- Not using SPEAK

Not showing respectfulness by:

- Running around the school and not slow walking.
- Not STAR listening and talking when an adult is talking.
- Not saying please, excuse me, thank you or Sir /Miss
- Not Tidying up your mess
- Damaging or breaking school equipment. with care

These are the behaviours do not expect to see.



Build your heart!

Show your enthusiasm by:

- Putting your hand up to speak
- Talking part in turn and talk
- Completing home learning
- Sharing ideas
- Showing curiosity

Show togetherness by:

- Work with diplomacy – listening to others
- Communicate positively
- Think of others views
- Working with others
- Wearing correct uniform with pride!

Show hardworking by:

- Staying on task
- Staying at your desk and finishing your work
- Staying at the noise level set
- Not distracting others in their work.

Show your aspirations by:

- Presenting your work the best you can
- Sticking with it when it gets hard
- Being independent and showing resilience
- Always use SPEAK

Show your Respectfulness by:

- SLOW walking
- STAR listening
- Politeness PETS
- Tidying up your mess
- Treating school equipment with care
- Greeting others correctly

These are the behaviours we expect to see.

Behaviour Plan 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. _____

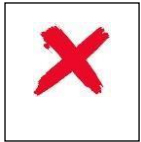
2. _____

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: _____