



Behaviour Policy

2023-2024

Mission Statement

Jesus said, "I chose you, and appointed you to go and bear much fruit." (John 15:16)

Love of self
Love of other
Love of learning

Policy review date- February 2024
Person Responsible- All staff
Ratified by Governors- February
2024
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This Behaviour Policy has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. We want our children to flourish and experience excellence in all aspects of life. We support the children in forming their strength of character through living our virtues, in the belief that we become what we repeatedly do.

With the Sacred Heart of Jesus, we want to follow our role model and develop our faith through: our love of God, our love of self, our love of others and our love of learning.

Aims of the Policy

- To create a culture of excellent behaviour
- To make expectations of desired behaviour explicit to the children
- To ensure that all children are treated fairly and shown respect
- To teach children to respect and value themselves and others
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help children to take control over their behaviour and be responsible for the consequences of it
- To teach children a range of strategies to help them access support and resolve conflict
- To adhere rigorously to the reward / sanctions outlined
- To engage children in restorative practice

The Role of School Leaders

The school leadership team routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into our school's behaviour culture to ensure they understand our rules and routines and how best to support all pupils to participate in creating the culture at Sacred Heart. School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

The Role of Teachers and Staff

All staff at Sacred Heart have an important role in developing a calm and safe environment for children and establishing clear boundaries of acceptable behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that children can see examples of good habits and are confident to ask for help when needed. Staff challenge children to meet the school expectations and maintain the boundaries of acceptable conduct. They do this in a calm respectful manner away from other children, referring to the behaviour map. They allow time for the child to implement the change in behaviour, with an emphasis on prevention rather than sanctions. All staff communicate the school expectations (Be your Best), relentless routines and virtues both explicitly through teaching behaviour and in every interaction with children. Staff consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school (Staff Code of Conduct).

The Role of Children

We believe all children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every child is made aware of the school behaviour expectations (Be your Best), relentless routines, steps in the behaviour policy and subsequent consequences. All children are taught that they have a duty to follow the school behaviour policy and

uphold the school rules, and should contribute to the school culture. Children are asked about their experience of behaviour and provide feedback on the school's behaviour culture through regular pupil voice. Every child is supported to achieve the behaviour standards through regular reminders from school staff.

The Role of Parents

The role of parents is crucial in helping Sacred Heart develop and maintain good behaviour. To support the school, parents should be encouraged to get to know our behaviour policy and, where possible, take part in the life of our school and its culture. Parents have an important role in supporting our behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with school while continuing to work in partnership with us. Sacred Heart reinforces the whole school approach by building and maintaining positive relationships with parents, keeping parents updated about their children's behaviour and encouraging parents to celebrate children's successes. Where appropriate, parents will be included in any pastoral work following inappropriate behaviour, including attending reviews of specific behaviour interventions in place.

Recognition and Rewards

Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Children are recognised for making good choices, demonstrating our virtues, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Sacred Heart, we recognise learning achievement, effort, good behaviour, effort, positive attitudes and living our our virtues in the following ways:

Classes/ Key Stage	Praise method	Approach
Bluebell Class	'Magic gems in their buckets'	Based around the book 'Have you filled a bucket today?' every child has a 'bucket' with their picture on. Members of staff who see positive behaviours, will be awarded a 'magic gem'. When they have 10 magic gems in their bucket they will exchange them to receive a sticker to go home and 10 house points will be added to their house point chart.
Bluebell Class	Star of the day	At the end of every day a child will be selected for showing a positive attitude towards their learning that day. This child will be the 'Star of the Day' for the following day. When they are Star of the Day that child lines up at the front of the queue, chooses who they sit with at lunch and take the register to the office.
Wharfe, Rombalds, Wheatley and Olicana	House points	Each child is allocated to a 'House'. Up to 5 House Points can be given by any member of staff. Teachers determine the system for recording house points in the classroom. These are collected weekly by year 6 monitors and celebrated in Monday's whole school CW. Half termly, the winning House has a non-uniform day. At the end of the year, the winning House has an afternoon treat e.g. games afternoon,

		movie with popcorn
Whole School	Virtue Book	Any children or adult can write the name of a child, who has demonstrated a particular virtue. Children will be mentioned in Monday's whole school CW
Whole School	Virtue Certificate	Recipient chosen every 3 weeks. Class peers vote for the child who has lived out the focus virtue. Children receive a certificate in Monday's whole school CW
Whole School	Postcard Home	They will be posted/ taken home. Teachers will decide how many postcards are distributed but there is an expectation that a postcard will sent out at least fortnightly. Teachers to have a pile of postcards. Visitors will also be given them for when they recognise 'over and above' behaviour, attitude and effort.
Whole School	Positive Phone Call	Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised. SLT to be made aware of phone calls
Whole School	Special Mention Certificate	The class teacher decides upon two recipients. A Special Mention Certificate is awarded at whole school assembly. The reason for the award is stated on the certificate and shared with the school. Parents of the recipients are made aware prior to the assembly so they have the opportunity to attend.

Managing Behaviour

Engagement with learning is always our primary aim at Sacred Heart Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Staff at Sacred Heart praise the behaviour we want to see and do not focus on the undesirable behaviours. All children are given take up time in- between steps, which gives them the opportunity to change their behaviour.

Steps for Managing and Modifying Behaviour

Steps	Actions
1.Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2.Reminder	A reminder of our expectations delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3.Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the steps on the behavior map if they continue. Use the phrase: 'You need to think carefully about your next step.' Praise will be given if the learner is able to model good behaviour as a result of the reminder.
4.Last Chance	Speak to the pupil privately and give them a final opportunity to engage. At this point, put in place a strategy in place to support their engagement e.g. move to another table, sit by themselves, remove from a game, redirect to an activity in the covered area You may use this script:

	<ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • Because of that, you need to... (refer to action to support positive behaviour e.g. move to another table), • See me for 2 minutes after class/during break. • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time
5. Consequences	<p>If poor behaviour continues; The pupil will lose up to 10 minutes break for in-class or in-playground behaviour Up to 5 minutes 'time out', in a quiet area of the classroom for Reception children. The child will still be outside and asked to remain in one location away from their peers. They will be supervised by an adult on duty. Missed work to be completed that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.</p>
6. Repair	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting depending on the incident.</p> <p>Restorative Practice: Possible questions:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? <p>How can we do things differently in the future?</p>
7. Follow up	<p>Parents must be informed if a child loses part of their playtime. All incidents will be logged on the secure behaviour platform (CPOMs).</p> <p>If a child misses 10 minutes of break three or more times in a week then a face-to-face meeting between the teacher, SLT and parents/carers will be arranged.</p>

Lunchtime

Kitchen Staff and Teaching Assistants on lunchtime duty must be treated with the respect expected by all adults at Sacred Heart. All lunchtime staff follow the policy and are aware of any special needs and behaviour information. The same steps (above) apply at lunchtimes.

Serious Incidents

All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include racist, sexist or homophobic comments; physically abuse of another child; verbal abuse; deliberate damage to property; stealing and leaving the school premises without permission.

Restorative Practice

Sacred Heart Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain

safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Suspensions and Exclusions

Fixed Term Suspension

At Sacred Heart Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the child and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The Academy Council of Sacred Heart Primary School agree with this stance and all policies and procedures are in place to support inclusion of all children.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

All suspensions and exclusions will be in line with local authority guidelines.

Language

At Sacred Heart Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'bad', 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system.

Children with Social, Emotional and Mental Health Needs

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register. Reasonable adjustments to the behaviour policy may be needed or an individual behaviour plan should be established in consultation with parents, the class teacher and SENDCo. Strategies to support behaviour will be considered e.g. Time to Talk as well as the involvement of appropriate outside agencies e.g. the Educational, Emotional and Wellbeing Practitioner, Early Help or the educational psychology service where appropriate.

Zones of Regulation

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. Zones of regulation make them easier to talk about, think about, and regulate. The Zones of Regulation help children to organise their feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red.

Zones of Regulation will also help children recognise when they are becoming less regulated and manage their emotions effectively. For some children this comes more naturally, but for others it is a skill that needs more attention and practice. The simple, common language and visual structure of the zones of regulation helps make the complex skill of regulation more concrete for learners and those who support them.

The use of the zones of regulation is addressed in further detail in the school's Emotional and Wellbeing policy.

Searching, Screening and Confiscation

Headteachers and staff who are authorised have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

Prohibited items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and any item which a school policy specifies as banned and able to be searched for.

School has the right to:

- a. Screen and search pupils for dangerous weapons.
- b. The power to use reasonable force or make other physical contact; if a child is at risk of harming themselves, harming others or damaging property.
- c. The power to discipline beyond the school gate; for example, when taking part in any school-organised or school related activity.
- d. Decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Incidents of a violent or abusive nature may lead the Headteacher to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm.

Bullying

We are committed to the aims of the anti-bullying charter set out by the Anti-bullying Alliance. We support staff to tackle bullying appropriately and ensure that pupils bullying concerns are dealt with sensitively and effectively. We deal promptly with concerns raised by parents or children. Through our behaviour policy, we strive to prevent all incidents of bullying. We raise awareness of bullying through Anti Bullying Week each year.

Defining Bullying Behaviour

- Bullying behaviour deliberately causes hurt (either physically or emotionally including online)
 - Bullying behaviour is usually repetitive (one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour)
 - Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves)

Different Types of Bullying

- Physical – pushing, kicking, hitting, pinching, any form of violence, threats.
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing.
- Emotional – tormenting, threatening ridicule, humiliation, exclusion from groups or activities.
- Racist – racial abuse, graffiti, gestures
- Sexual – unwanted physical contact, abusive comments.
- Damage to property or theft – demanding possessions, money, deliberately damaging belongings.
- Homophobic – taunts, graffiti, gestures relating to the sexual orientation of a person. • Transgender – taunts, graffiti, gestures relating to the gender identity of a person.
- Cyber – sending threatening or abusive text messages, emails or images. Writing abusive or negative things about people online.
- Gender - taunts, graffiti, gestures relating to the gender of a person. • Child on child - a person who is equal to another in abilities, qualifications, age, background, and social status bullying by any of the above ways.
- SEND - taunts, graffiti, gestures relating to the special educational needs and/or disability of a person.
- Prejudice-based - bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.
- Discriminatory bullying - Discrimination is when a person is treated unfairly because of who they are. This could be because of their race, their gender, their sexual orientation, a disability, their faith, or more.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse other children online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed

off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but the child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- Familiar, trusted member of staff will support the children who have been victims of or perpetrated the abuse. An Early Help Referral may be appropriate.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys#
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

- That a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we:

- Put systems in place for children to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback
- All children should report any issues face to face/ via a friend/ to a trusted member of staff who will pass on to the DSL.
- The reporting systems and processes will be made clear through discussion in our PSHE curriculum.
- Children will feel safe in submitting any concerns, through reassurances provided following disclosure.



The Sacred Heart Way

At Sacred Heart Primary School, everything we do is underpinned by **Love. Love of Self, Love of Others and Love of Learning.**

Relentless Routines

- Wonderful Walking
- Terrific Transitions
- Heroic Hands Up
- Legendary Line Ups



Be our Best



- Making good choices
- A positive attitude
- Respectful, caring and kind
- Excellent effort
- Living our Virtues



