Behaviour Policy and Statement of Behaviour Principles

Sacred Heart School

A Catholic Voluntary Academy

Part of St Clare's Catholic Multi Academy Trust

Approved by:	Governors and Staff	Date: March 2023
Last reviewed on:	March 2023	
Next review due by:	March 2024	

'Love one another as I have loved you' (John 13:34)

Policy Statement:

Sacred Heart is committed to creating an environment of safety, connection and compassion built on strong positive relationships, where exemplary, respectful behaviour is at the heart of productive learning. Everyone is expected and supported to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Staff support pupils through strong, positive relationships to make sense of their experiences and teach ways to effectively manage emotions and feelings.

1.Aims

This policy aims to:

- Outline and maintain a positive culture that promotes strong, positive, supportive relationships ensuring that all stakeholders are treated fairly and are shown respect
- Ensure a consistent whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management
- Outline our system of rewards and consequences
- 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 and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; 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 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

Unacceptable behaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes
> Non-completion of classwork or homework
> Poor attitude
> Name calling/inappropriate language
> Physically or emotionally hurting others

Serious Unacceptable behaviour is defined as:
> Repeated breaches of the school rules
> Any form of bullying
> Sexual assault or harassment, which is any unwanted sexualised behaviour that causes humiliation, pain, fear or intimidation
> Vandalism
> Theft
> Fighting
> Racist, sexist, homophobic or discriminatory behaviour
> Possession of any prohibited items. These include any article a staff member suspects has been, or is likely to be, used to commit an offence, or cause personal injury to or damage to the property of any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming (physically or emotionally) 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:

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: • 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)
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

4.Roles and Responsibilities

The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:
> Reviewing and approving this behaviour policy
> 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
> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
> 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 support and consequences 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.

Staff

Staff are responsible for:
> Creating a calm and safe environment for pupils
> Establishing and maintaining clear boundaries of acceptable pupil behaviour
> Implementing the behaviour policy consistently
> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
> Modelling expected behaviour and positive relationships
> Providing a personalised approach to the specific behavioural needs of particular pupils
> Considering their own behaviour on the school culture and how they can uphold school rules and expectations
> Recording behaviour incidents promptly on CPOMS
> Supporting pupils in meeting the school's expectations

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

Parents and Carers

Parents and carers, where possible, should:
> Be familiar with the school's behaviour policy and reinforce it at home where appropriate
> 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 to support their child (for example: attending reviews of specific behaviour interventions)

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

Pupils

Pupils are expected to:
> Behave in an orderly and self-controlled way in line with the school rules
> Show respect to everyone in school
> In class, make it possible for all pupils to learn
> Move quietly around the school
> Treat the school buildings and school property with respect
> Engage in restorative practice

> Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

5. School Behaviour Curriculum

Our behavior curriculum is based on our Catholic ethos mission statement:
'Love one another as I have loved you.' (John 13:34)
and our four values.

Our four values are our school rules
- **act with love**
- **lead with fairness and empathy**
- **serve with kindness and consideration**
- **communicate with respect**

Our clear expectations of expected behaviour are set and shared with all stakeholders. As a community, we have a shared responsibility for ensuring the values/rules and processes are followed with very high expectations from us all. We use routines and systems throughout school to reinforce and encourage appropriate behaviour – we praise the behaviour we want to see. Our rules are reinforced in assemblies, PHSE lessons and highlighted when demonstrated. Specific behaviors are focused on by the whole school during the year, eg walking in the school building, and verbal praise is given to anyone spotted doing this for a given time frame. 'Good walking, thank you.'
We recognise and reward pupils who go over and above our standards.
Where unacceptable behaviours are demonstrated, they are challenged and staff support pupils to recognise them, acknowledge the consequences and consider ways to move forward.

6. Responding to Behaviour
Whole school approach
Following training on Trauma Informed Practice and Positive Relationship Practice, we have linked our responses and approaches to support empathetically using therapeutic language.
We recognise that adults and pupils are communicating something through their behaviour during every moment in every day, even if they are not aware of it. We believe it is essential to consider what is behind the comments/behaviour, and challenge any unacceptable behaviour in order to deal with it properly.
Staff support pupils, through strong, positive, supportive relationships, to make sense of their experiences and teach ways to effectively manage emotions and feelings.
When supporting our pupils with their emotions and behaviours, whilst maintaining the high expected standards of behaviour, we use a neuro sequential model of support.
REGULATE - connect before you correct – supporting hyper aroused children to feel calm and soothed and safe.
RELATE – listening as an emotionally available adult- (I understand that you felt cross.)
REPAIR/REASON- supporting through good listening and responding with empathy, engaging in meaningful conversations with children. (What happened? How did that make you feel? What can we do in the future?)

We promote positive behaviour through;
- creating and maintaining a stimulating environment that encourages pupils to be engaged
- forming positive relationships with pupils through interactions
- establishing clear routines
- using positive language to promote a positive atmosphere
- using positive effort based and behaviour specific praise throughout school.
- being consistent with our expectations and management of behaviour
- teaching and modelling behaviour expectations and ways to manage emotions

- ensuring that daily check-ins take place at the beginning of the day and more frequently for any pupil(s)who may need this (based on Zones of regulation)
- avoiding shouting/raised voices
- giving pupils the opportunity to connect before starting to correct (ensure sufficient time and space is given for reflection)
- ensuring that there are emotionally available adults available to those children needing them. (Appendix 1)

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

Positive behaviour will be rewarded with;

- verbal praise
- sharing achievements with other members of staff
- giving a position of responsibility or a privilege eg lead the line, class cushion.
- certificates and awards (virtue and achievement awards - weekly, high standard of behaviour – half termly)
- communicating praise with parents in person, via email (this includes when virtue and worker certificates have been awarded) or telephone.
- recording of awards on CPOMS
- awarding dojos – a class reward is achieved when, as a collective, the class achieve a target number of dojos. The reward will be jointly decided by the teacher and children, eg a popular activity such as a games session, additional play time.

Responding to unacceptable behaviour

De-escalation techniques will be used to help prevent behaviour issues arising however, 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 unacceptable behaviour.

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 unacceptable behaviour will always be addressed. Class systems will remind pupils that their behaviour is unacceptable in a direct way to avoid time-wasting in lessons whilst minimising drawing attention to the pupil.

Class systems – responding to low level unacceptable behaviours

A reminder of rule /behaviour required will be given. If the unacceptable behaviour persists, a warning will be given. Staff will keep a checklist of any pupils who are given a warning or further consequences to establish any patterns in behaviour and note where behaviour is indicating that there may be issues which need to be addressed.

FS2 staff will keep a record of those needing regular support for behaviour and liaise with SEND co-ordinator and Pastoral Manager to decide the most appropriate support.

KS1 Pupils who persist in demonstrating unacceptable behaviour will be given thinking time to reflect on their behaviour supported by an adult, this may be during breaks.

KS2 use a 3 strikes system. Any pupil receiving a warning, after being reminded of the relevant rule or behaviour and 3 strikes will have 5 minutes of thinking time to reflect on their behaviour before re-joining the learning opportunity. The consequence of this will be that for the initial strike, 5 minutes of break will be used for reflection. Subsequent strikes add an additional minute.

Reflections may take place with a staff member in class, the Shalom room/office area or in The Den (De-escalation, Empathy and Nuture room).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. Regard will be made by staff to the impact on perceived fairness to other pupils.

Where restorative work is needed, pupils will be supported in reflecting on their behaviour and may be encouraged to;
- complete work at a different time to the lesson
- have breaks in a suitable environment, this may be different to their peers
- address any damage or destruction of property

Where possible, restorative time will be with the adult who was present when the unacceptable behaviour was exhibited.

Parents of pupils who need to have reflection time will be contacted. This may be through talking face to face, by phone or via email. Staff will decide the best form of communication to build/maintain positive/supportive relationships with parents in order to work effectively together. CPOMs will be used to record when a parent has been contacted.

Serious unacceptable behaviours - including repeated breaches of the school rules, bullying, aggressive or dangerous behaviours

Where children continue to have difficulties with their behaviour and/or demonstrate serious/dangerous behaviours, the following may be used to establish the reasons behind the behaviour and consider ways to promote positive behaviour for the child and any other children who may have been affected;
- immediate removal from the situation - reflection time and space
- time given for pupil to regulate, relate, repair/restore with teacher/Learning mentor/ SLT/Head
- face to face contact with parents/carers
- discussion with the Pastoral Manager regarding relevant strategies.
- discussion with parents, how we can work together and ways their child is being supported.
- agreement of consequences - eg removal from yard/ MUGA; loss of clubs/trips; internal exclusion; fixed term exclusion
- pupils having a break in a safer situation, where time to reflect is possible, may be needed for the safety of all.
- completion, by class teachers, of individual daily session reports to identify positive behaviours and recognise areas of difficulty. These will be shared with our Pastoral Manager or a member of SLT and discussed with the pupil. This can be escalated to meetings with the Headteacher.
- implementation of specific programmes to identify and address the causes of the behaviour e.g. Thrive, Mighty Minds, Rainbows, Attention Autism
- arrangement of sessions with an appropriate Emotionally Available Adults (from adults in school)
- seek the experience of external support including MAST, Unravel, CAMHS, Ryegate, Psychology Service Primary Inclusion Panel (PIP),
- record of behaviours, outcomes and support on Cpoms(data management system)

Suspension and Permanent Exclusions

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 in line with the school's exclusion policy.

7. 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.

8. Pupil Support

Sacred Heart recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SEND co-ordinator will 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 pupil We will work with parents to create the plan and review it on a regular basis.

9. Pupil Transition

In promoting a smooth transition to the next year, pupils have learning sessions with their new teacher(s). To ensure behaviour is continually monitored and the appropriate support is in place, information related to pupil behaviour issues is transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. 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:
> Causing disorder
> Hurting themselves or others
> Damaging property
> Committing an offence

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 to parents (see appendix 3 for a behaviour log)

Sacred Heart has staff trained in using Team Teach techniques and these staff should be called upon to support if possible. 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.

11.Searching, Screening and Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession 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 and/or its community. If it is deemed appropriate by the headteacher, these items will be returned to pupils after discussion with senior leaders and parents. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

12. Off-site Unacceptable Behaviour

Consequences may be applied where a pupil has demonstrated unacceptable behaviour off-site when representing the school. This means demonstrating unacceptable behaviour when the pupil is:
• taking part in any school organised or related activity (e.g. trips)
• travelling to or from school
• wearing Sacred Heart uniform or is identifiable as a pupil of our school community in any other way

Consequences may also be applied where a pupil has demonstrated unacceptable behaviour off-site, at any time, whether or not the conditions above apply, if the unacceptable behaviour:
• could have repercussions for the orderly running of the school

- poses a threat to another pupil
- could adversely affect the reputation of the school

13. Online Behaviour
The school can issue behaviour consequences to pupils for unacceptable online behaviour when:
- it poses a threat or causes harm to another pupil
- 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

14. Mobile Phones
Pupils' mobile phones must be handed into staff on entry. This will be returned at the end of the school day. Phones are not to be used during the school day. Sacred Heart does not accept liability for damage to any phone that is not handed in to staff.

15. Training
As part of their induction process, our staff are provided with training on managing behaviour.
Behaviour management will also form part of continuing professional development.

16. Monitoring arrangements
Teachers will monitor behaviour in class and will log incidents on CPOMS (data management system) as appropriate and, where necessary, talk to parents. When there are patterns of behaviour, the class teacher will work with parents to analyse the presenting problem and predisposing, precipitating, perpetuating and protective factors. Advice from the SENDCO, Pastoral Manager and/or other agencies may be sought.

SLT will analyse data considering behavioural incidents, attendance, permanent exclusion and suspension, use of pupil support units, off-site directions. managed moves and incidents of searching, screening and confiscation. In addition, anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture will also be undertaken.
The school will use the results of these 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 it.

This behaviour policy will be reviewed and approved by the headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies
This behaviour policy is linked to the following policies
> Exclusions policy
> Child protection and safeguarding policy
> Antibullying Policy
> Equality Information and objectives policy

Appendix 1

Emotionally Available Adults (EAA)– Trauma Informed Practice

As a school we have identified 3 levels of EEAs

> ### Pupil in crisis
> Any pupil considered to be in crisis, with Adverse Childhood Experiences, has regular access to an identified adult in school. The most suitable adult will be chosen in discussion with the pupil and their parents. The pupil may be encouraged to talk to other adults in school should they wish to. The sessions with their EAA will provide the pupil with emotional support and incorporate strategies from the Trauma Informed Training.

> ### Pupil with difficulties
> Any pupil who is considered to have emotional difficulties and concerns will be supported by adults in their year group. The adults wil provide someone to talk to. In addition, activities to promote positive relationships, managing emotions and psychological safety will be incorporated into planning and learning. These will include teaching strategies for supporting self-regulation at an age appropriate level. Some of these activities will be accessed independently (eg quiet space in class), others may need to be modelled and supported (eg sensory table).

> ### Pupils who benefit from sharing thoughts/emotions
> Sessions for pupils who benefit from talking to adults in school are available during the week.
> Rainbows follow up support – Monday lunchtimes (library)
> Y5/6 support group – Monday to Thursday lunchtimes (study room)
> Y6 chat group - Thursday and Friday lunchtimes (Shalom room)
> Other sessions are arranged as necessary.