



Positive Behaviour Management

Date	Review Date	Coordinator	Nominated Governor
September 2024	Yearly/When changes arise	M.Smith Inclusion Lead	Personal Development Behaviour and Welfare Portfolio Holder

Rationale

"A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another."

John 13:34 – 35

We believe that the actions and attitudes of children and adults in a school community should be directed towards providing a safe, happy and caring environment. The school promotes standards of behaviour that reflect Gospel values and positive, loving relationships, in line with the mission of the school. All staff and parents are expected to promote high standards of behaviour by following the Gospel values and being exemplary role models of positive behaviour, mutual respect and forgiveness towards all others.

Aims

We aim:

- To create an ethos that makes everyone in the school community feel valued and respected
- To promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, safe and secure.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To develop self-regulation and self-discipline among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying behaviour management throughout the school through the application of this policy.
- To ensure compliance with all relevant legislation connected to this policy.

These aims will be best achieved when adults treat children with respect, consideration and consistency, and in return expect respectful co-operation from children. In line with the school's promotion of Gospel values, the overriding points in managing children's behaviour are that of Forgiveness and Reconciliation, starting the next day afresh.



Ready, Respectful, Safe

At Sacred Heart Catholic Primary School, **Ready**, **Respectful** and **Safe** are the three rules which underpin our behaviour policy.

- **'Ready'** - Ready to learn, ready to listen, ready to participate etc.
- **'Respectful'** - Respect for themselves. Showing respect to their peers, to adults, to our environment.
- **'Safe'** - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

<i>Ready</i>	<i>Respectful</i>	<i>Safe</i>
<ul style="list-style-type: none">• Correct School uniform• Full equipment• Listening• Focussed• Be on time	<ul style="list-style-type: none">• Listen to others and expect to be listened to, 'one voice'• Appropriate language and tone.• Look after the building, displays and equipment.• Represent the school at its best, both in and out of school.	<ul style="list-style-type: none">• Be in the right place at the right time.• No physical contact, 'kind hands'• Stay safe online both in and out of school.• Report any problems to an adult.

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Encouraging Positive Behaviour

House Points

Rewards are given in acknowledgement for behaviour which exemplifies our expectations and represents our **Core Values: Faith, Achievement, Responsibility, Respect, Compassion and Equality**. Children can be rewarded by any member of staff by being awarded house points. These will contribute to the housepoint reward system.

Our Core values underpin our House System:

House Name	Core Value	<i>Reflection</i>
Oscar Romero	 Faith	<i>Put my trust in God.</i>
		<i>Love one another.</i>
Helen Keller	 Achievement	<i>Always try to do my best.</i>
		<i>Work hard to achieve my targets.</i>
Mahatma Gandhi	 Responsibility	<i>Make the right choices.</i>
		<i>Be responsible for my actions.</i>



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Martin Luther King JR		<i>Have respect for myself and others.</i>
		<i>Look after God's world.</i>
Mother Teresa		<i>Be a good friend.</i>
		<i>Treat others as you want to be treated.</i>
(All houses)		<i>Be a proud and enthusiastic member of the Sacred Heart Community.</i>
		<i>Be willing to forgive others</i>

Hot Chocolate Friday

Students recognised as consistently reflecting the school values will be invited to share a hot chocolate with the Headteacher and Deputy Headteacher.

Star of the Week

Students identified as having reflected the school values or achieving targets during the school week will be rewarded by being named, 'Star of the Week' and collecting a certificate in our Celebration Assembly.

Behavioural Needs

We recognise that some children have difficulties in managing their emotions and behaviours and this can be due to a number of factors. If a child is displaying a pattern of concerning behaviour that requires additional support, the Inclusion team will work to support the child. This may involve a behavioural support plan which will be drawn up in consultation with the pupils, parents, class teacher and inclusion team. This will consider the possible triggers for this behaviour and strategies to support the child. If appropriate, a risk assessment may also be drawn up at this point. The behaviour plan will be reviewed on a regular basis.

Sanctions

Positive behaviour management strategies should always take precedence over sanctions; when sanctions are required they should be given with reference to the behaviour, not the child. For examples of sanctions and consequences see Appendix 2.

If sanctions are needed, the general principles of the **Classroom Support Steps** (Appendix 1) and **Behaviour Ladder** (Appendix 4) should be adhered to.

In the event that a child is unable to regulate their behaviour, which may include posing risks to people or property, then they will be removed from class by a member of SLT. The child will be collected from the classroom and accompanied to a supervised space. If the child's behaviour is putting others at risk of harm and will not leave the space willingly, the teacher may decide to remove the rest of the pupils from the room. The pupil will then be left safely with adults in the original space. Dangerous behaviour or ongoing, repeated disruption to learning, may result in an internal isolation.



Examples of behaviour that might lead to **internal isolation** include:

- Refusal to follow reasonable adult requests
- Verbal, Physical, Sexual or Emotional abuse of another person
- Threatening behaviour
- Inappropriate language
- Defiance
- Damaging school environment or property

A suspension (previously known as 'fixed term exclusion') may be considered if, after following the sanctions outlined above, behaviour does not improve. It is also possible that a suspension will be given for any incident if it is deemed to be serious. During a suspension, the pupil is expected to be off site and at home, completing work that has been set for them.

Examples of behaviour that might lead to **suspension** include:

- Refusing to follow reasonable adult requests
- Fighting in or around school
- Verbal, physical, sexual or emotional abuse of another person
- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Head Teacher considers suspension appropriate.
- Spitting, if linked to a malicious and conscious threat of spreading coronavirus.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like 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. In the first instance, the parents will be contacted immediately by the Headteacher or a member of SLT to explain the reasons for the exclusion.

Without delay, the school will also provide the parents with the following information:

- the reason for the suspension
- the period of a suspension
- parents' right to make representations about the exclusion to the Trustees, in line with the requirements from School suspensions and permanent exclusion guidance, DfE September 2022, paragraph 95-105
- where there is a legal requirement for the Trustee Board to consider the exclusion

For those pupils who are looked after, have an EHCP or have a social worker, the relevant professionals also need to be contacted.



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After each suspension, the Head Teacher will call a reintegration meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to provide support which may be in the form of a support plan which may include part time attendance (A modified learning plan).

The suspension process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow a cooling off period
- To enable all pupils to learn in a safe, calm environment

During each suspension the Head Teacher will consider whether:

- Further investigation of the incident is needed
- The pupil should be permanently excluded
- The pupil should have a managed change of school
- Additional resources need to be allocated which allow the pupil to remain in the school without further exclusions such as a referral to 'early help' or other outside agencies.

Exclusion

In exceptional circumstances, it may be necessary to take the rare step of excluding a child. The application of an exclusion will be a matter of judgement for the Headteacher, in accordance with the school's published behaviour policy. A decision to exclude a pupil will only be taken as a last resort and only:

- in response to a serious breach
- where allowing the pupil to remain in school would be detrimental to the wellbeing of themselves or others.

School exclusions will be managed in accordance with Southend Borough Council Guidance.
<https://www.southend.gov.uk/school-attendance/exclusion-school>

The Use of Reasonable Force

At Sacred Heart School we are aware that we have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Circumstances may occur which require physical intervention including controlling or restraining pupils. This will only be used as a last resort and the child's wellbeing will be considered at every point of intervention. All incidents will be recorded and parents informed.

Responsibility for the Policy and Procedure

The **Local Governing Body** has:

- the duty to set the framework of the school's policy on positive behaviour management after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;



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- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed the deputy and assistant headteachers to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equality's legislation;
- nominated the leadership and management portfolio holders to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated the personal development behaviour and welfare portfolio holders to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body regularly;
 - annually report to the Governing Body on the success and development of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy;

The **Headteacher** will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour;
- model the behaviour through the Gospel Values that they want to see from school personnel;
- ensure all school personnel, pupils and parents are aware of this policy;
- ensure school personnel apply this policy consistently;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure **Heart of Sacred Heart** is displayed around the school and that all stakeholders know what it is;
- ensure that individual children talk about their concerns or worries or are calmed down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - take action if school personnel do not follow this policy
 - consistently inform parents of this policy



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- ensure school personnel praise good behaviour and work
- ensure school personnel understand the additional needs of all pupils in their care
- monitor the number of sanctions and rewards given by individual school personnel
- have in place clear strategies for pupils who are likely to misbehave including behavior plans
- ensure school personnel are aware of these strategies and apply them
- ensure risk assessments are up to date and in place for children where necessary
- have in place support mechanisms and strategies for pupils with behaviour difficulties
- ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school
- report to the Governing Body the use of a behaviour plan where this is necessary
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing:
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

The **Behaviour Lead** (Assistant Headteacher) will:

- lead the development of this policy throughout the school by working closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- Source and provide positive handling training when the need is required;
- provide training for all staff on induction and when the need arises keep up to date with new developments and resources;
- monitor school support systems and undertake classroom monitoring;
- monitor behavioural incidents;
- collate and analyse behavioural data;
- analyse the concerns from the 'worry boxes';
- track pupils with behavioural concerns through behaviour plans, risk assessments and ISPs ensure risk assessments for pupils with behavioural needs are created and share with all parties
- to support and create links with parents;
- Work with external agencies to improve and support behavioural needs;
- Work with the SENCO and safeguarding team where appropriate to improve and support behavioural needs;
- report annually to the Governing Body on the success and development of this policy.

School staff will:

- comply with all aspects of this policy ensuring consistency throughout the school;



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- Ensure consistency in behaviour management;
- build positive relationships with all pupils in their care;
- have in place clear classroom routines and maintain consistency in applying these routines;
- work with pupils to compile a list of class rules that are displayed and discussed as and when needed;
- provide well planned, interesting and demanding lessons that are key to maintaining good behaviour
- encourage and praise good behaviour and good work promote respect for others through our love of God and one another;
- apply all rewards and sanctions fairly and consistently in accordance with this policy;
- promote self-discipline amongst pupils;
- deal appropriately and calmly with any unacceptable behaviour;
- support the creation of behavioural plans for pupils with behavioural needs;
- apply behavioural plans of individual pupils consistently and share with necessary staff in the classroom;
- take an active part in supporting the creation of risk assessments;
- report and record behavioural incidents in the classroom and around the school;
- be aware of, understand and respond to the additional needs of pupils in their care and strategies to support these pupils
- discuss pupil behaviour, identify problems and offer solutions at staff meetings and any other meetings with leaders and parents;
- attend training on behaviour management and equality;
- attend training on positive handling training;
- use positive handling techniques if needed;
- maintain high standards of integrity and behaviour within and outside school so as not to undermine Catholic values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care; ensure equality within schools by reporting and dealing with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.
- In cases where behaviour is disruptive and that it is causing harm to others discuss with SLT.
- Report any concerns in regards to their behaviour to the inclusion team they may need additional emotional support or external agency support;

Pupils will:

- be aware of and comply with this policy by following ***The Heart of Sacred Heart***;
- Follow all health and safety regulations in all areas of the school;
- take part in discussions about their behaviour and follow behavioural plans when they are required,
- understand the rewards and sanctions in place at school;

Parents/carers are encouraged to:

- comply with this policy by promoting good behaviour and supporting school rules and sanctions;
- ensure their children understand and value the meaning of good behaviour as described in the school's code of conduct ***The Heart of Sacred Heart***;
- understand that their response to school has a direct bearing on the children's behaviour and attitudes;
- be a positive role model for their children;
- approach the school with any behavioural concerns that arise;



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- attend meetings to discuss behavioural needs as and when they arise including behavioural plans and risk assessments;
- support behavioural plans for their children;
- have good relations with the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website;
- the staff handbook;
- parent meetings or school events;
- Going for Gold reports to parents
- Headteacher reports to the Governing Body;

Training

All school staff:

- receive training on this policy on induction and periodically which specifically covers:
 - Positive Behaviour management techniques
 - Safeguarding pupils
 - The use of reasonable force where applicable
 - Dealing with bullying
 - Pupils at risk of exclusion
 - Pupil support programmes
 - Equality and Inclusion

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.



Appendix 1

Classroom Support

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Reminder

Take up time

.....

Warning +1

Take up time

.....

2 mins + last chance

Script

Lots of take up time

.....

Inclusion Support Referral

(LSA first then Mr Smith/Mrs White)

.....

Triage

Removal from lesson is a sanction

Teacher's choice

(Quick catchup, restorative conversation, imposition, staying behind, or natural consequence)

Serious Breaches

Students who commit a serious breach will be triaged immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, supply/possession of drugs.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.



A **reminder and warning** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted approaches at this stage are encouraged:

"I've noticed that...You know the school rules ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Appendix 2

Sanctions and Consequences:

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a student being referred to the Inclusion team may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. (This could take place with the pupil at the end of the day, on the playground or a phone call home. This may also be discussed and coordinated through the a Push / Pull meeting)

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.



3. Imposition

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned the next day. Impositions are ideal for students who have not completed work due to their poor behaviour. This work could be set and completed at break and lunchtime.

4. Staying behind

5 minutes at breaktime or 10 minutes to think about what happened at lunch can be enough. Lengthy periods kept in at break, served days after the incident don't make the point or teach anyone better future behaviour. Any staying behind should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

5. Natural consequence

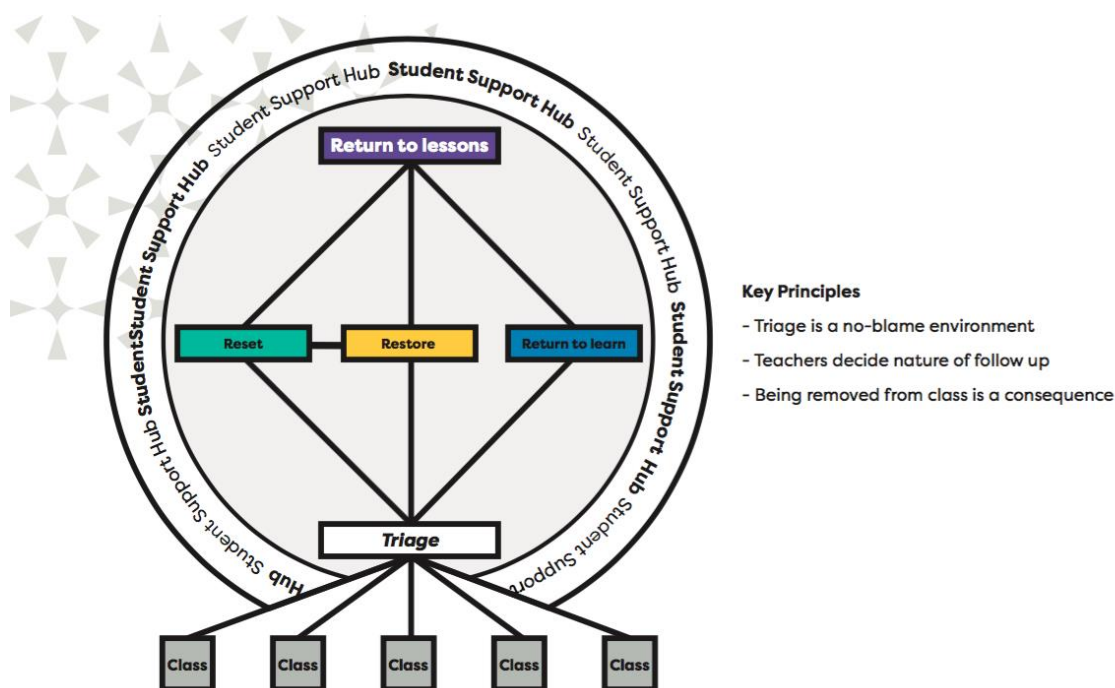
Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution you may wish to have a restorative meeting using the 'The restorative 5' - What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?



Appendix 3

Triage:



What happens in Triage?

1. Self regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to study

Repair - Self regulating space

Initial contact with a member of the Inclusion team to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/ happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions. (Restorative 5 questions.)



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The class teacher, supported by the inclusion team, would be responsible for the restorative actions and following up with SLT. Any further support and/or assessment will be discussed with the Inclusion team.

Return to learn - Quiet space to study

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into this area quite quickly after arriving at SLT, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their next lesson ready for learning.



Appendix 4

Sacred Heart Catholic Primary School Behaviour Ladder			
Positive behaviour management strategies should always take precedence over sanctions.			
Step	Behaviour	Strategies/Consequence	Process/Staff Involvement
	Low level disruption <ul style="list-style-type: none"> Interrupting the lesson Not on task and wasting time Talking while the teacher is talking Distracting other children 	Positive behaviour management strategies Positive framing, Catch children being good, redirection-correction and challenge, signal-pause-insist, language of choices, polite request, warning (no more than 2), repositioning, separating	Classteacher LSA
1	<ul style="list-style-type: none"> Interfering with another person's property Being in school at break times without permission Talking in assembly Deliberate anti-social behaviour (e.g coughing) 		
2	Disruptive behaviour which requires time out of class or Removal from the playground or a club due to disruptive or unsafe behaviour <ul style="list-style-type: none"> Persistent Step 1 behaviour Refusal to follow instructions Refusal to complete work Deliberate damage to another child's or school property Anti-social behaviour Being disrespectful to another child or adult <ul style="list-style-type: none"> push, hit or kick: 'No hands (or feet) rule' 	<ul style="list-style-type: none"> LSA called to support the child to regain focus and return to the lesson SLT and SENCO consulted for advice Parents informed of issues <p>Incidents of level 2 behaviour at break and lunchtime may lead to: the child spending a portion of break or lunchtime reflecting on the behavioural choices made with the classteacher or children spending a portion of break or lunch being guided through restorative conversations by an adult</p> <p>Time out (bench) or time in: reflection, cooling off, restorative</p>	Classteacher LSA



3	More serious or persistent disruptive behaviour or Homophobic or racist incident <ul style="list-style-type: none">● Persistent Step 2 behaviour● Refusal to follow reasonable adult requests● Verbal abuse or threatening behaviour● Inappropriate physical behaviour● Inappropriate language (including swearing)● Bullying	<ul style="list-style-type: none">● Assistant Headteacher for Inclusion called to support the child to regain focus and return to the lesson● A behaviour plan to be considered● Class teacher and Assistant Headteacher for Inclusion/SENCO to meet with parents	Classteacher Assistant Headteacher for Inclusion SENCO
4	Serious disruptive behaviour requiring the immediate removal from class <ul style="list-style-type: none">● Persistent step 3 behaviour● Refusal to follow reasonable adult requests● Physical violence● Absconding● Damaging school environment or property● Spitting● Inappropriate language	<ul style="list-style-type: none">● SLT to be called. If a child cannot calm with support - or the behaviour is serious enough and they need to be removed for the rest of the session - the child should be taken to the SLT offices● Parents informed	Senior Leadership team
5	Severe disruptive behaviour/offensive/unsafe behaviour requiring removal from class <ul style="list-style-type: none">● Persistent step 4 behaviour● Refusal to follow reasonable adult requests● Verbal, Physical, Sexual or Emotional abuse of another person● Threatening behaviour● Foul and abusive language● Significant or deliberate damage to school environment or property	Such behaviour and/or incident may warrant an internal isolation or suspension <ul style="list-style-type: none">● Classteacher and SLT will liaise regarding the length of internal isolation● Suspension to be considered based on the severity of the incident and the ability or willingness of the child to calm and regulate● Assistant Headteacher for Inclusion and SENCO to place referral to Southend behaviour outreach team● Parents informed	Senior Leadership team