



SACRED HEART RC PRIMARY SCHOOL

Whole School Behaviour Policy 2017

Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed, respected and cared for and where LOVE is at the heart of everything we do:

Mission Statement

Love God
Love Each Other
Love Learning

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the “whole child” whilst enabling them to reach their full potential.

Overview

To assist in achieving our Mission Statement we agree there exists a need for a whole school behaviour policy, which is easy to administer, to ensure consistency and clarity throughout the school in order to create a happy and safe environment for learning and teaching. The policy is designed to promote and reward good behaviour rather than just deter poor behaviour.

References made to the United Nations Conventions on the Rights of the Child.

Objectives

- To develop social skills within the children so they can function within the school community and to be able to show the appropriate behaviour out of school
- To ensure the safety and well-being of all those within the school environment
- To ensure equal opportunities for all
- To create an atmosphere whereby all the pupils are given the opportunity to achieve their maximum potential
- To foster respect and consideration for each other
- To show by example our love for God and celebrate the knowledge that we are all special
- To develop self-esteem within a structured secure environment

Broad Guidelines

- Children are made aware that appropriate behaviour is expected for their own welfare and that of others
- Focus on do's rather than don'ts, giving constructive criticism
- Reinforce good behaviour as it occurs
- Operate an agreed list of rewards and sanctions
- Involve parents with behavioural issues
- Be fair and consistent in our dealings with parents and children
- Be aware that external factors may cause changes in behaviour
- Appropriate action to be taken when other children's safety and learning may be compromised
- Behaviour plans will be agreed between the school, the home and the child



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- Persistent or extreme behaviour may result in exclusion
- Re-integration of the child depends upon parents and child co-operating in the implementation of the behaviour plan

Strategies

Throughout the school we always aim to concentrate on the positive behaviour displayed by children and celebrate the excellent behaviour that permeates throughout our school. By focusing mainly on the positive it is hoped that others will see the rewards given to those who demonstrate good behaviour and imitate their behaviour. *(Articles 3, 12, 13, 15, 29)*

Sacred Heart is a Rights Respecting School and classes have an agreed Class Charter which is created with all pupils.

Severe/extreme incidents of inappropriate behavior

Time Out:

Giving a child time away from a situation or their peers to reflect upon their actions is the most common strategy used in our school after more low level and positive behaviour strategies have been unsuccessful.

Time Out should always be for a specified amount of time which is communicated to the child. Time Out could include a child sitting at a place away from their normal group or in a place of their own for a specified amount of time. *(Articles 3, 29)*

Although the behavior at Sacred Heart RC Primary School is very good, severe/extreme behavior will not be tolerated. Children who display extremely aggressive, disrespectful, violent behavior or behavior which is deemed as a danger to others will automatically go to Time Out", and will be removed from the class at the Teacher's discretion. Other serious incidents such as stealing or vandalism of school property will result in immediate progression to the Time Out. The Headteacher or deputy will be informed.

As part of Time Out children may also have their break times or opportunity to play out at lunch time removed.

We support our children to improve their behavior in a number of ways including:

- Reflecting on own behavior
- Friendship groups
- Circle Time
- Family Support Worker
- Dojo's
- Thoughts and Feelings book
- Prayer Journal
- Dinosaur School
- Golden Hearts
- Emotional Literacy Groups
- Rainbows
- Assessment of Needs



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If a child has additional needs or for some younger children, the teacher will use their professional judgement to decide if the child fully understands their actions and the consequences and the teacher will adapt accordingly or use an alternative behavior strategy after discussion with the Special Needs Co-coordinator and Leadership team.

In the rare case where a child may pose a risk to themselves or others, physical intervention may be deemed appropriate. In these cases, we will review each incident under the following criteria:

- Balance of risk
- Professional judgement
- Reasonable, proportionate and necessary intervention required

In cases where physical intervention has been necessary, actions will be reviewed, recorded and discussed with parents. We will always seek additional advice and support from external advisers and professionals to ensure the safety of all. We follow the Rochdale Borough Council Guidance on "Care and Control".

The following are examples of behavior that would lead straight to a Time Out consequence:

- Fighting
- Deliberate bullying – verbal or physical
- Aggressive/threatening behavior to other children or adults
- Abusive language directed at an adult
- Stealing, vandalism of school/others property
- Refusal to leave the room if behavior is too disruptive

Positive Behaviour Management Strategies

As with behavior, good work at Sacred Heart, is celebrated and encouraged in our drive to raise the children's high standards even higher and this is done in a number of ways:

In the Friday whole school assembly there are the following:

- Headteacher award 2 children per class
- Attendance Ted and Impy Bear
- Lunchtime Captains Table

Every child, Teacher and class are different and so teachers have the freedom to give their own additional rewards within class:

- Postcard sent home
- Dojo points and certificates
- Special certificates and prizes
- Stickers/stars/class prize boxes/raffle tickets
- Showing work to other teachers/The Head
- Showing the work to Parents
- Displaying the work on walls
- Sharing work with their peers
- Team and group points, star of the day, week, etc



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Behaviour Expectations

Throughout the school to ensure consistency and continuity, the whole school devised 3 simple Responsibilities which form our behavior code. These are:

At Sacred Heart we:

- Treat your neighbour as you would like to be treated
- Listen to adults and each other
- Be the best that you can be

Teachers will also use age and ability specific strategies and policies to promote positive behavior. Here is a selection of those practices:

- Voice
- Stickers/stamps/rewards
- Smiley faces
- Star of the day
- Class rules
- Table of the week
- Earned special time
- Show work to other teachers/Head
- Writing in diaries
- Non-verbal signals e.g. look/shake of the head
- Discuss quietly with the child their behavior so as to not reward bad behavior with attention
- Repaying of lost learning time in child's own time

Inappropriate Behaviour and the Language of Choice

At Sacred Heart RC Primary school we use the language of choice. If a child is behaving inappropriately they are made aware of the inappropriate choice – offered appropriate choices and the consequences of their incorrect choice is made clear. We use a very clear, consistent and positive approach to behaviour with every child being given the chance to make good choices and very clear consequences for making the wrong choices.

Special Education Needs

We recognise that the whole school behaviour system may be inappropriate for a small number of children with specific and sometimes complex difficulties. It may be necessary to devise a more personalised approach for these children, based on their individual needs. They may have an individual behaviour support plan agreed between the pupils, staff and parents. The support of outside agencies will also be sought where appropriate.

We regularly review this policy with staff, Governors, and the school council and will adapt where necessary to best meet the needs of the schools.



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Outcome

We aim to have a happy, safe and successful learning environment where everybody feels valued and respected. Our school Behaviour Policy rewards good behavior and aims to improve behavior through appropriate consequences and a positive and forgiving school environment.

Date Reviewed: October 2016

Signed: Chair of Governors