

SACRED HEART CATHOLIC PRIMARY SCHOOL HINDLEY GREEN

Grow in the spirit of love and learning



BEHAVIOUR POLICY

The right to feel and be safe
The right to learn
The right to be treated with respect

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Mission Statement

We put our Catholic faith at the centre of everything we do,
Valuing and respecting each individual

We inspire adults and children to have a love for learning,
Harnessing natural curiosity to a thirst for knowledge.

We prepare children for the opportunities, responsibilities and experiences of adult life,
To be at the heart of the community sharing their talents for the good of others.

Safeguarding Children

Sacred Heart Catholic Primary school is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's Safeguarding policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, and the guidance contained in "*Working Together to Safeguard Children*", the DfE's statutory guidance "*Keeping children safe in education*", Guidance and procedures produced by the Wigan Safeguarding Children Board. We also have regard to the advice contained in DfE's "*What to do if you're worried a child is being abused*" and "*Information Sharing – Advice for practitioners*". The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

AIMS

- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.
- We aim to promote high standards by modeling positive behaviours at all times.
- We aim to prevent bullying

In Sacred Heart Catholic Primary School we have established a strong behaviour policy with a positive ethos in school by doing the following

- A consistent approach to behaviour management;
- Strong school leadership;
- Effective Classroom management;
- Rules, rewards and repercussions;
- Behaviour strategies and the teaching of good behaviour through explicit expectations;
- Staff development and support;
- Pupil support systems;
- Liaison with parents and other agencies;
- Managing pupil transition in school and from school to school
- Coherent organisation and facilities in school.

Behaviour Policy

The following rules, rewards and repercussions are all differentiated according to age, children who have additional needs (SEND) the staff use the following options as part of the school behaviour policy.

It is a graduated approach for pupils whose social, emotional and mental health needs present a barrier to achievement

- Quality First Teaching
 - Small Group Support
 - 1:1 interventions
 - Support from outside agencies e.g. TESS, EPS, Restorative Justice, Start Well
 - All support should be recorded in a plan e.g. an Individual Education Plan (IEP), Pastoral Support Programme (PSP) and/or an Early Help Form (EHF)
 - Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, Exclusion
- Walk into line, leaving a space for the person in front.
 - Walk in to school building quietly.

Behaviour Code

1. Walk at all times.
2. Say please, thank you, and excuse me.
3. Treat others, as you would like to be treated yourself.
4. Always be honest and tell the truth.
5. Respect schools and peoples possessions
6. Never be a bully.

***Bullying is anything a person keeps doing to another person, Which is intended to hurt or distress them. This includes teasing and name-calling.
If it is intended to hurt someone it can never be called a joke.***

Playground Code

- Show consideration to all children.
- Play safely at all times.
- Stand still when the whistle is blown.

Assembly code

- Sit quietly in the hall.
- No talking when walking.
- One person at a time talking.
- Listen.
- Walk slowly.

Classroom code

- Always be kind and polite.
- Raise your hand to speak.
- Be patient and wait your turn.
- Always try your best.
- Sit properly on your chair.
- Keep your classroom tidy.
- Keep your hands and feet to yourself.
- Walk around the classroom
- Take care of each other.
- Only one person at a time talking,
- Listen carefully to each other.
- Use a quiet voice in the classroom.
- Be sensible.
- Work hard

Each day the two departments, the Infant department and the Key Stage 2 department have separate break times, on occasions there is a joint playtime, when all the children are outside together. The school council have made their own joint playground rules

Behaviour Policy

Joint Playtime Safety Measures

- ❖ Walk At Joint Playtime
- ❖ No Large Footballs
- ❖ Keep Away From Fences

- ❖ Have You Made A New Friend Today?

Rewards and Praise

Pupils respond to praise it improves their self-worth their importance amongst their peers and it sets a good positive example for others.

In school there are a variety of ways that behaviour can be improved rewarded and maintained. School staff use a selection of the following to ensure good behaviour in their classroom and in our school.

Every class teacher organises their classroom to maximise space and to set up routines for the children. Many of the classroom rewards are immediate and the children benefit from having an instant reward.

However there is also a way of maintaining good behaviour by having a longer reward time, where pupils can be nominated for an award from the school.

Classroom rewards

Verbal praise and encouragement.

Stickers (dependent on age).

Marking work in books.

Written comments in books.

Individual sharing good work or behaviour with class, with neighbouring class.

Stickers on display on self.

Name displayed on the wall.

Team points

Postcard handed out and/or posted home

Child of the week trophy.

School rewards

Monthly well-done award with certificates.

Visit to Key Stage Leader for praise

Visit to Deputy Head teacher for praise.

Visit to Head teacher for praise.

Shares work with other staff.

Name from Well-done assembly in school monthly newsletter.

Photograph taken for school website or school twitter account

Sanctions

Each class teacher organises their classroom differently and has rules for all children to work efficiently. All follow the school rules. Sanctions operate at different levels according to the nature of the incident; the Head teacher is not brought in immediately.

The class teacher is responsible for behaviour management and then ultimately refers to the Key Stage Leader, Deputy Head teacher, Head teacher and/or the Additional Needs coordinator if the matter is serious enough to warrant specialist help.

The three key stages in school, Early Years Foundation Stage, Key Stage 1 and Key Stage 2 vary the sanctions according to pupil's age and maturity

Behaviour Policy

School sanctions

- Discussion with child on what has happened
- Verbal warning/reminders
- Standing or sitting in a nominated area away from the class (usually outside the classroom in the KS1/KS2 resources area supervised by an adult). This is under 10 minutes, it is not a thinking time intervention
- Withdrawal of privileges such as break time
- Parents informed at the end of the day.
- Behaviour is monitored on a daily basis, using a behaviour chart sent home to parents.
- Incident recorded in a school behaviour folder
- The following items are all done under the supervision of an adult, no child is left alone

- working in class or in the resources areas in KS1 and in KS2.
- I. Work in isolation in class, alone at a table.
 - II. Sent to neighbouring class to work.
 - III. Sent to Deputy Head teacher, to work
 - IV. Sent to Head teacher to work in the Head teacher's office
- Refer to Additional Needs coordinator.
 - Behaviour Interventions if needed (see Thinking Time)
 - Parents to attend meeting to discuss a formal behaviour plan
 - External support from behaviour service
 - Pastoral support programme.
 - Exclusion from school on fixed basis

Playground Sanctions

Where possible the member of staff on the playground resolves any poor behaviour on the playground. The adult on duty must take the time to find out the problem and then deal with the problem and inform the class teacher. If the incident cannot be resolved or there is continued poor behaviour then the Deputy and Head teacher is informed.

On the playground the following are some ways for the incident to be resolved

- Apologise, shake hands.
- Walk with adult
- Stands against the wall for a short timed period supervised by an adult
- Sent into Head teacher.
- Stand outside HT office (only after informing Head teacher)

In our school we use a 1-1 intervention which we call Thinking Time

This approach allows pupils displaying SEMH needs to access a space away from other pupils for a time limited period. If the child is unable to access the provided space as required, it may be necessary to ask the other children to vacate the original space. The Key Stage Resource area is a room that can be used for Thinking Time

The child remains supervised at all times, they remain the responsibility of the class teacher, and they will have access to facilities and water.

The health and safety of children and staff, and any requirements in relation to safeguarding and pupil / staff welfare will be utmost in any planning for Thinking Time

The Thinking Time will be used for no longer than necessary and Thinking Time from the classroom is used as constructively as possible.

The individual pupil will have a plan that outlines what will happen if this child needs Thinking Time, this will be shared with the parents as part of a behaviour provision map.

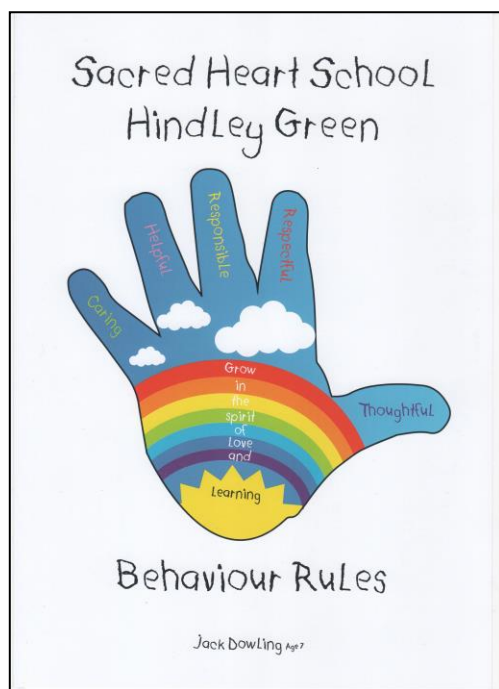
Thinking Time will be recorded as an intrinsic part of the graduated approach, school staff will consider the times used for this approach and will seek advice for any further action.

Home School contract

When parents choose to send their children to our school, they enter into an agreement to abide by our home school agreement as part of this agreement they will be asked to observe our codes in the school behaviour policy. Responsibilities of home, school and child are laid out in this policy, also see the appendix document

The children have created their own Behaviour poster showing the expectations we have in school

Behaviour Policy



Exclusion

All exclusions are recorded, reported and monitored within the Governing Body. We do not wish to exclude any child from school but sometimes this may be necessary. Our school adopts Government Guidance for the list of reasons for exclusion. We refer to this guidance in any decision to exclude a child from school. Only the head teacher has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, make representation regarding the exclusion to the governing body. The school informs the parents how to make any such request.

Seclusion/Isolation – Definition of what is permissible in school

What is the difference between a seclusion room and an isolation room?

Isolation suggests someone is in an area away from other people and is on their own, seclusion would mean they are isolated and also confined to that area.

Any child, adult or young person who is placed in seclusion or isolation should be under constant observation by an appropriately qualified person and there should be a clearly defined system in place to summon assistance informed by an up to date risk assessment.

Outside of an emergency situation where staff need to exercise duty of care to prevent harm, seclusion is not acceptable and is likely to be a breach of Human Rights and criminal law, i.e. false imprisonment

- Any emergency use of seclusion should trigger a review
- Any Deprivation of Liberty needs legal authorisation (outside of legal detainment)
- Seclusion is not therapeutic and is likely to cause psychological harm
- Schools should issue clear guidance to staff on the use of isolation and punitive responses to children with special needs and review blanket policies.

Confiscation of inappropriate items

Pupils should not bring onto the school site or be in possession of items which detract from good behaviour or have a negative effect on their own learning or that of others. Pupils should not be in possession of items which endanger the health, safety and wellbeing of other members of the school community.

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FOR EXAMPLE

Items which might be considered for confiscation include, among other items not listed here:

Any item posing a threat to others: for example a laser pen being used to distract and possibly harm other pupils or staff;

Any item posing a threat to good order for learning: for example a pupil using a personal music player in class;

Any item which is against school uniform rules: for example a pupil refusing to take off a baseball cap on entering a classroom;

Any item posing a health or safety threat: for example a pupil wearing jewellery in PE may present a safety threat to other pupils;

Any item which is counter to the ethos of the school: for example material which might cause tension between one community and another;

Any item which is illegal for a pupil to have: for example racist or pornographic material.

It is the policy of this school that no child should bring any drug to school without permission. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought.

This should be taken directly to the school office for safekeeping. Any medication needed by a child whilst in school must be taken under the supervision of a teacher or other adult worker.

Staff Training

Behaviour Management including children's emotional wellbeing, Safeguarding, duty of care Team teach (see below)

Team Teach

The majority of the teachers and teaching assistants are trained for Team Teach at Sacred Heart Catholic Primary School.

Team Teach's aim is to enhance quality teaching, effective learning and personalised caring, by increasing staff confidence and competence, whilst promoting and protecting positive relationships. Team Teach's method is to provide training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and restraint.

Team Teach restraining techniques will only be used as a last resort when all other strategies such as distraction or diversion techniques have failed.

What is reasonable force?

*The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

* Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

*'Reasonable in the circumstances' means using no more force than is needed.

* **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a Classroom.

* **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

* School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When reasonable force may be used

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

At Sacred Heart Catholic Primary School we may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

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- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

We do not:

- Use force as a punishment – it is always unlawful to use force as a punishment.

At Sacred Heart Catholic Primary School we will make reasonable adjustments for children with SEND.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews - Director)

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the Parents/guardians will be informed.

In deciding what a serious incident is, teachers will use their professional judgment and also consider the following:

- the pupil’s behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- The child’s age.

What happens if a pupil complains when force is being used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *‘Dealing with Allegations of Abuse against Teachers and Other Staff’ [DFE-00061-2011]* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- School must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.
- The Governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- It is important that as a school we provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.
May exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Dealing with allegations of abuse against teachers and other staff

Key points

Whilst all allegations of abuse must be taken seriously, the quick resolution of that allegation should be /will be a clear priority to the benefit of all concerned

In response to an allegation, staff suspension should not /will not be the default option. An individual should /will only be suspended if there is no reasonable alternative

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Allegations that are found to have been malicious should /will be removed from personnel records and any that are not substantiated, are unfounded or malicious should /will not be referred to in employer references

School's expectations for positive behaviour off school site including use of media.

At Sacred Heart School we strive to develop our children into responsible citizens. Furthermore, it is important to protect the reputation of the school and as such we expect the same high expectations for behaviour beyond the school gate. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school either outdoors or on social media will be dealt with using the same sanctions as if the behaviour had occurred in school.

School may discipline a pupil for any misbehaviour when the child is:

<ul style="list-style-type: none">• taking part in any school-organised or school-related activity• travelling to or from school• wearing school uniform• in some other way identifiable as a pupil at the school.	Or misbehaviour at any time, whether or not the conditions listed apply, that: <ul style="list-style-type: none">• could have repercussions for the orderly running of the school• poses a threat to another pupil or member of the public• could adversely affect the reputation of the school.
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Equal opportunities

Sacred Heart school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Behaviour Incidents are logged in the school incident folder, then analysed for any particular trends. Action is then agreed by school staff to monitor any unacceptable behaviours.

Other policies to consider

Additional Needs Code of practice Home School Agreement Anti-bullying policy Teaching and learning policy SEND Policy, Safeguarding Policy PREVENT, Attendance, Equality & Access Arrangements, and Teaching and Learning.

Monitoring of the policy

The policy will be monitored once a term in the school staff meeting and reviewed on an annual basis. The termly report is shared with the Governing Board. At weekly staff briefings the class teachers will report on individual children who are subject to a behaviour plan and/or who need to be monitored on the school playground.

AGREED September 2018

In the Playground: All pupils have the right to enjoy their play activities

- Children are expected to behave well, and to play with respect for others.

These basic rules govern the pupils' playtime and school staff responsibilities

- Class is dismissed, with the class teacher supervising its exit through the appropriate door, either KS1 or KS2.
- No hard case balls are allowed to be kicked in the playground.
- Children do not play any ball games when the playground is wet.
- Where games lead to a disagreement then the game is stopped, the adult on duty handles any sanctions as necessary and makes the decision to report to the class teacher.
- Children cannot go onto the field unless it is inspected for
 - a) Fitness (e.g. wet, too soft etc.)
 - b) any dangerous objects
- Two adults are always on duty outside on the playground, no member of staff should be left alone, and any decisions to go back inside the building must be discussed with the colleague on duty.
- On the field, pupils are not allowed to enter the wooded areas.
- Children are not allowed on the flowerbed, or to go on or through any fencing.
- The trees and plants are out of bounds to children.
- Where there are "zoned" activities, then the games must be respected.
- Games such as Bulldog (in all versions), are not allowed i.e. dangerous games, where pupils can be hurt.
- Adults should direct pupils to appropriate games.
- Skipping-ropes are allowed in the playground in zoned areas.

Playground Markings/Zone Area

- These cannot be dominated by particular groups, so discretion and a sense of fair play provide direction.
- Key Stage Areas can be "zoned" quickly, at other times; they can be used by all.

Injuries

- In the event of serious injury - head wound, suspected break etc.; the adult must ensure that a message is sent into school for additional adult support and emergency FIRST AID.
- The school tannoy system can be used to alert staff to the incident.
- Head injuries are always reported to parents, using the appropriate pro-forma.
- Minor injuries are dealt with by the staff inside school as sent in to school by the teacher on duty, and recorded appropriately.
- Basic first aid will deal with minor injuries.
- Any incidents or minor abrasions at lunchtime must be reported to the class teacher.

Disrespect, Bad Language, Obscene Gestures, Wilful Violence and Hurt to Others

- The matter must be referred to the class teacher with any ongoing sanctions to be recorded.

At the End of Playtime

- When the bell rings staff leave the school building to go outside to supervise their class.
- When the whistle blows, children stop their activity, stay silent and listen for instructions.
- The children are expected to line up quietly and await their class teachers.
- The children are expected to walk into school, in single file, quietly.
- Adults on duty need to switch their focus from group to group, so that as much possible can be observed, and as many pupils as possible be under supervision as often as possible
- At the end of the playtime the adults on duty need to ensure that all children are safely in the building.