



BEHAVIOUR AND DISCIPLINE POLICY

Revised for the Year of Mercy 2015 – 16 'Merciful like the Father'

'Sacred Heart School aspires to provide an environment in which every child can achieve their potential.'

OFSTED: Behaviour in a school is not expected to be 'perfect'... A school should be able to demonstrate a number of strategies to manage difficult behaviour and show that these are being consistently implemented.

SEND: overriding this policy is the understanding that we will make reasonable adjustments for pupils with special educational needs,

DISCIPLINE AND BEHAVIOUR

Aims:

Leading by example we teach children to respect themselves and each other as part of God's wonderful creation.

- To provide an ordered and purposeful learning environment which facilitates and inspires learning for all
- To lead all members of the school community to show Christian love, care, respect and consideration towards each other and their environment
- To teach children to be obedient, respectful and polite and ultimately take responsibility for their own conduct.
- To help children understand that aggressive, oppositional, bullying and vindictive behaviours are never acceptable.

Implementation:

*We engage in partnership with parents
for the good of every member of the community*

- We interpret and promote Gospel values, encouraging every member of the school community to follow the example of Jesus
- We work in partnership with parents to support the children in achieving high standards of behaviour
- Class rules are negotiated at the beginning of every school year and displayed in each class. The list must be short and positively phrased.
- Pupil behaviour is a point on the agenda at staff meetings
- Adults will be fair, consistent and thoughtful in their dealings with children
- Adults' expectations will be positive, realistic and age/ability-appropriate; this includes making reasonable adjustments for children with special needs
- We will seek the support of outside agencies if appropriate
- At points of transition we work with receiving teachers and schools to ensure an informed and smooth transfer for pupils and staff
- Pupils will not be humiliated, shouted at or subjected to sarcasm
- All complaints about bad behaviour and bullying will be investigated and a resolution will be sought promptly and fairly

- Children involved in cases of aggressive, oppositional, bullying and vindictive behaviour must understand that it is their choice of behaviour, not the child itself, that is unacceptable
- Reconciliation is at the heart of what we do. Children will be encouraged to tell the truth and recognise when they are at fault, They should understand who has suffered as a result and seek to make reparation and be reconciled.

Rewards:

We acknowledge the unique gifts of each child and instil a strong sense of self worth by celebrating personal achievements and strengths.

- Positive reinforcement – verbal, gesture, visual
- Praising children’s good behaviour in front of their peers (Praise publicly, reprimand privately)
- Notes/emails home; Wow! Awards (Foundation Stage)
- Celebrating successes and achievements in assembly
- Encouraging children to praise their peers
- Motivational points system culminating in reward (eg sticker charts, marble jars, class treats)
- Golden Time
- Good student badges
- Headteacher awards
- Prizegiving: Kindness Cup, Spirit of Sacred Heart Award

STRATEGIES FOR PROMOTING DESIRED BEHAVIOURS

- We have high expectations and share these with the children
- We lead by example
- Our expectations are consistent and clear: class rules are displayed and every child knows and is reminded of those rules
- We notice and reward good behaviour: immediate verbal accolade or look; gesture; awards assembly; stickers and rewards; Head Teacher sticker
- Visual reminder: use of the chart which shows child where they are on the Behaviour Ladder at any given time
- Age-appropriate time limits, swift sanctions and ‘clean slate’ opportunities
- Consistent use of Circle Time and Golden Rules strategies: the language of choices and consequences – responsibility is given back to the child - to be used in conjunction with the Behaviour Ladder system
- Careful management of the environment, transition and unstructured times eg carpet time: consider set places, sensory needs; lining up: consider requirement for set places; tidy-up time: must be structured, adult led, use timers, warnings, limit by piece of background music; Golden Time: certain rules about conduct and noise levels still apply
- Noise level: provide visual of expected level (windscreen wiper); model classroom voice/playground voice. Wait for silence.
- Whole class attention: for whole class response: visual and verbal –‘Hands on top; **that means stop**’; ‘1, 2, 3 **eyes on me**’; ‘1, 2 **eyes on you**’; use of bell or tambourine: children have to wiggle fingers in the air
- Whole school assemblies teach that we are called to be our best selves and that good behaviour is an act of love

STRATEGIES FOR REDUCING OR ELIMINATING UNACCEPTABLE BEHAVIOUR

Stage 1 – *using language effectively*

- Use the language of choice: eg ‘you can sit here or on this chair’, give option of 2 desired choices

- Use the language of compliance – thank you instead of please :eg ‘ thank you for sitting down; work in silence, thank you’; ‘when’ not ‘if’.
- Use ‘first and next’: first you will complete the task then it will be playtime
- Describe desired behaviours eg ‘walk in the corridor’, instead of ‘don’t run.’
- Reduce the amount of language and think about body language
- Keep tone even and calm; repeat instruction if necessary maintaining same tone and words. Be clear and concise.
- Keep instructions simple
- Give instructions in the order of actions required
- Visual signal or “look”
- Moving closer to the child, unobtrusive touch or gesture
- Use of child’s name (to bring back focus)
- Noticing good behaviour, positive reinforcement
- Verbal warning, reminding pupil of ‘choices’
- Use role play and drama workshops to develop social skills
- Children are aware that we have zero tolerance for unacceptable behaviour during liturgies, assemblies and hymn practice in KS2 which will result in a 10 minutes loss of playtime sanction.
- Children are aware that, throughout the school, we have zero tolerance for physical harm to another child.

Stage 2

- Use of visual reminders (eg moving child’s name down the Behaviour Ladder – see appendices)
- Moving child to another place in the class
- Loss of (part of) playtime (see Behaviour Ladder) this should be immediate ie the playtime immediately following the misdemeanour. Subsequently the child has a clean slate.
- Sending child to another class
- Unacceptable behaviour at play times – child will be removed from peer group and be asked to stand by the wall or in the office corridor for a specified time (Class teacher informed)

Stage 3

If unacceptable behaviour is a regular occurrence

- Inform Head Teacher – is this a sign of underlying challenges?
- Refer back to previous class teacher
- Child is sent with clear written explanation of misdemeanour using the standard Behaviour Incident Report form (or accompanied by teacher) to colleague/ Head Teacher / Pastoral Care Teacher to discuss / warning/ sanction (depending on age/ability/circumstances)
- Discussion with parents
- If appropriate child may be put on report for a specified period following discussion between C.T. and parents.
- If there is no resolution, staff and parents must work together to resolve the situation, seeking advice and support of outside agencies if appropriate (eg ESBAS).
- Short, fixed term exclusion will be imposed if a pupil deliberately acts in a way to cause deliberate harm or damage to persons or property. This step will be discussed with the Chair of Governors in the first instance. Use of bad language (swearing) is not tolerated and will result in short fixed term exclusion for the rest of the day at the Head Teacher’s discretion.
- Where all avenues have been exhausted and the child is unable or unwilling to conform we may not be able to continue to support and permanent exclusion will be considered.(See Exclusion Policy).

The school governors do not permit any member of staff, including unpaid volunteers, in the main school and EYFS to use or threaten corporal punishment under **any** circumstances, during any activity, whether or not within the school premises. Responsibility for behaviour management in the whole school rests with the Head Teacher, Mrs Blake and, for the EYFS specifically, with the Foundation Stage Manager, Mrs Horsfall-Turner. Mrs Stanley (Pastoral) and Mrs Griffiths (SENDCo) can also offer support and guidance to pupils. Staff receive guidance on the use of physical intervention, for example, to separate 2 children who are fighting and cannot be stopped by a verbal command; to avert an immediate danger of personal injury to the child or another person or an immediate danger to the property of the child or another person. Details of any such interventions will be recorded in writing and communicated to the parents on the same day or as soon as is reasonably practicable.

(See also: Child Protection Policy, Anti Bullying Policy)

Note re Golden Time

Golden Time is now safeguarded for all children, but the frequency and duration is directed by the class teacher. Sanctions no longer include loss of Golden Time.

Supporting our system of rewards and sanctions is the use of a visual system (see appendices). If a child persists with unacceptable behaviour his/her name will be moved from neutral position. Subsequent good behaviour will result in name being moved up the ladder

The Behaviour Ladder may be used by all teachers (PE/Music/French) and TAs by referring to the class teacher..

The language of choices continues to be very important. The children learn that wrong choices have consequences which may be unpleasant but they have the opportunity to control this.

Pupils with Special Educational Needs

If we have reason to believe that a particular child does not have this ability to self regulate, all staff must make the same reasonable adjustment to ensure an approach that is fair and consistent.

VISUAL SYSTEMS TO SUPPORT REWARDS AND SANCTIONS

REWARD

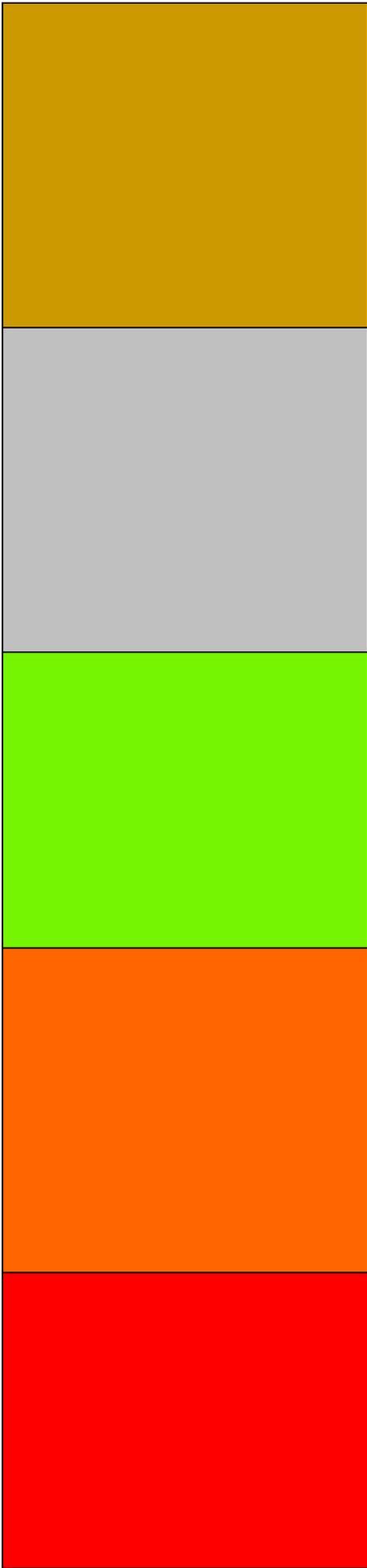
Every child starts on the sun!

A child who makes a mistake must have the chance to redeem themselves and make it better.

Everyone has a fresh start after every break – back on the sun!



SANCTION



REWARD

Everyone starts on
the green square

SANCTION