

SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

BEHAVIOUR AND DISCIPLINE  
POLICY

APPROVED BY  
THE GOVERNING BODY

DECEMBER 2020

REVIEW DATE – DECEMBER 2021

## **BEHAVIOUR AND DISCIPLINE**

### **POLICY 1. AIMS AND ETHOS**

Sacred Heart is a Catholic School. We aim to make Christ the centre and focus of all that happens within the school. The Catholic Mission does not just consist of formal lessons; it permeates all areas of the life of the school. We aim to live together as a Christian community, showing compassion, restorative justice, care, forgiveness and love for one another.

This is the foundation of our view of behaviour in school. How we relate and interact with our neighbour, should be an expression of the love that Jesus has for each one of us. It is recognising the unique value of every individual with whom we come into contact, whether adult or child, pupil, parent or teacher, friend or stranger.

The school also recognises that good behaviour and discipline are key foundations of good education; and that, without an orderly atmosphere, effective teaching and learning cannot take place. Challenging behaviour is often the result of a breakdown in communication. Staff will aim to understand what function the behaviour serves and to support the pupils in learning more socially acceptable ways of expressing their feelings.

### **2. EXPECTATIONS**

This policy of the Governing Body and the school is founded on certain expectations – the reasonable and legitimate expectations of the school by parents and pupils and the school's expectations of pupils and their parents. It is recognised that behaviour management within the school can only be fully effective with the co-operation and agreement of all.

#### **Expectations of the school:**

- To maintain the school ethos in all that we do;
- To maintain the educational progress of children, subject to their abilities and aptitudes;
- To promote and teach the value of good behaviour;
- To control and manage behaviour within the school;
- To take all reasonable steps to ensure that children in school will be free from intimidation and bullying.

#### **The school's expectations of children:**

- To be courteous and respectful of others, in keeping with the ethos of the school;
- To obey the school rules;
- To obey the instructions of **all** staff members at the first time of asking.

### **The school's expectations of parents:**

- To uphold and promote the Mission and ethos of the school;
- To ensure that the school holds accurate contact details for parents that are usable at all times;
- To support the school in the application of the Behaviour and Discipline Policy.

### **3. APPLICATION**

This policy applies at all times when the school has care of the children. This includes all normal school days, lunch-times and breaks, extra-curricular activities, educational visits, residential visits and sporting events.

### **4. OUR SCHOOL RULES**

Our School Policy is based on the principles of Assertive Discipline which intends to:

- Establish rules and specific directions that clearly define the limits of appropriate and inappropriate behaviour;
- Teach children to consistently follow these rules and directions at all times. It is the child's choice whether they behave appropriately or inappropriately;
- Provide children with consistent positive encouragement and recognition when they behave appropriately;
- Adopt a positive assertive manner when responding to children so that they understand the boundaries and limits of their behaviour. There will be no confusion from the children as they will clearly understand the consequences of their actions;
- Work with parents to enable them to support the policy through, for example, clear communication.

**Assertive Discipline** has three basic parts:

- **Rules** that pupils follow at all times;
- **Positive Recognition** (rewards) that pupils will receive when they follow the rules;
- **Consequences** that result when the pupils do not follow the rules.

Our school rules are as follows:

<b>We are gentle.</b> <i>We don't hurt others.</i>
<b>We are kind and helpful.</b> <i>We don't hurt anybody's feelings.</i>
<b>We listen.</b> <i>We don't interrupt.</i>
<b>We are honest.</b> <i>We don't cover up the truth.</i>
<b>We work hard.</b> <i>We don't waste our own or others' time.</i>
<b>We look after property.</b> <i>We don't waste or damage things.</i>

## **5. GUIDELINES**

All staff endeavour to set positive examples of behaviour, plan a differentiated curriculum, organise the school environment, classroom space and displays, structure routines and activities to enable children to behave in a positive, appropriate and realistic manner for their age and stage of development. All staff are aware of and take a shared responsibility for all children's general behaviour throughout the school.

Use of Force Guidance 4/ 2012

Schools can 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;
- 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;
- Restrain a pupil at risk of harming themselves through physical outbursts.

## **IN SCHOOL**

All pupils are encouraged to:

- Feel an ownership and responsibility for the school as a whole;
- Take opportunities for decision making – e.g. School Parliament;
- Participate in whole-school events – e.g. concerts, sports, Acts of Worship;

- Behave in an appropriate and respectful manner. Move around the school quietly and calmly so that others are not disturbed or distracted;
- Leave all areas where they have been working, tidy and in a suitable condition for others to use. This includes cloakrooms where children need to be responsible for their own property and respect that of others;
- Be aware of others as they move through doors and entrances and acknowledge help given with 'please' and 'thank you'.

## **IN THE CLASSROOM**

Carefully considered classroom organisation promotes and encourages positive and appropriate behaviour. We aim to be fair and consistent with our expectations and reactions and give lots of praise and encouragement for good behaviour. Children are encouraged to organise their own workspace, collect and return equipment and to take increasing responsibility for its care and storage.

Pupils are encouraged to concentrate on and put care and thought into all activities which will be reflected in the quality of their work. Opportunities to work independently, cooperatively and to make decisions will be given. Attractive displays of pupils' work create a welcoming and positive atmosphere and give children a sense of self-worth recognising that their work is valued and enjoyed and that the school environment is cared for and appreciated.

## **IN THE PLAYGROUND**

Children are expected to show self-discipline, be courteous and have consideration for personal safety and the safety and feelings of others. Any issues arising on the playground are dealt with by the staff on duty and the child's class teacher is informed if behaviour is causing concern. Teaching Assistants and Lunchtime Staff are encouraged to reward children who show appropriate behaviour. Trained 'Peer Mediators', Year 6 pupils, assist with low level disagreements during breaktimes.

## **6. REWARDING GOOD BEHAVIOUR**

Our emphasis will always be on the positive approach of encouragement and praise. There are many ways in which we do this, including:

- Verbal praise
- Use of stickers and stars
- "Sacred Heart" to parents
- Head teacher award certificates
- Head teacher 'Always' Awards
- Comments on work in home/school books
- Visiting another teacher or class for commendation
- Sharing good work in assemblies
- Special Gold Award Certificate
- Prize day trophy

All adults in school are responsible for monitoring the behaviour of children and have clear steps to follow if golden rules are broken.

## **7. TEACHING AND LEARNING**

This policy reflects the belief that a significant factor in contributing to good behaviour and discipline is the provision of a relevant and appropriate curriculum, the use of motivating and inspiring teaching methods and the full involvement of all pupils. The content of our curriculum is planned in the short, medium and long term to achieve these ends. Comprehensive guidance of the school's expectations with regard to teaching and learning can be found in the Teaching for Learning Policy.

## **8. SANCTIONS**

The policy of the school is to use effective and appropriate sanctions against poor behaviour, effective in their indication of reproach and appropriate to the inclinations of the individual child. Sanctions used by class teachers should be appropriate to the age of the child at the class teacher's discretion. For more serious incidents, pupils can also be referred to the Assistant Head Teachers or the Head Teacher. In these instances, a decision will be made as to the procedure which will be followed.

If a child is disruptive in class we operate a three strikes rule across the school:

1. Verbal warning (KS1 name on the sun)
2. Name is written on the board (KS1 name on the cloud)
3. Dot is placed next to the name (KS1 name on the thunder)
4. Child is sent to work outside of the classroom.

If a child is sent out of a class on three occasions, an internal exclusion will be enforced: the loss of a breaktime or lunchtime as decided by the teacher. The SLT will be informed if the issue continues and a letter will be sent home from the headteacher. A meeting with parents will follow.

The following sanctions are used within the school:

- Report to member of the school's Senior Leadership Team;
- Loss of privileges – e.g. breaktime/lunchtime;
- Individual Behaviour Plan;
- Formal Meeting with parents;
- Fixed term exclusion;
- Permanent exclusion.

## **9. BULLYING**

Bullying may be distinguished from other forms of aggression in that it involves **dominance** of one pupil by another, or a **group of others**, is **pre-meditated** and usually forms a **pattern of behaviour** rather than an isolated incident.

Bullying is regarded as a very serious breach of school discipline. Pupils troubled by bullying can draw their concerns to the attention of staff in the confidence that

these will be carefully listened to, issues investigated and, if substantiated, taken seriously and acted upon.

A 'telling' policy for pupils is regarded as an effective long-term remedy for bullying and will be strongly encouraged. Further guidance can be found in the school's Anti-Bullying Policy.

## **10. PARENTAL INVOLVEMENT**

We believe that there should be an active partnership between parents and school in matters of behaviour and discipline. Parents will be asked to support this policy and will be informed about all aspects of their children's behaviour. This forms a major part of the Home-School Agreement which is issued to parents at the beginning of each new academic year.

Parents are also encouraged to be positive and helpful in their responses to concern slips, Individual Behaviour Plans and other communications from the school on behaviour matters.

## **11. EXCLUSION**

The Head Teacher reserves the right to exclude pupils for serious breaches of the school's discipline policy. This includes the use of excessive violence, intimidating and aggressive behaviour towards pupils and staff and also the possession of weapons or inappropriate material on a range of media.

## **12. IMPLEMENTATION, REVIEW AND EVALUATION**

The policy and all its procedures will be subject to on-going evaluation by the school's Senior Leadership Team and Governors to determine their effectiveness. This policy and its contents will be reviewed annually, or sooner if necessary.

Review date December 2021

Signed by





# **BEHAVIOUR MONITORING SHEETS**

**PUPIL NAME:** \_\_\_\_\_



**BEHAVIOUR MONITORING SHEET**

*(To be completed for all pupils who have a Behaviour Management Plan)*

Week commencing: \_\_\_\_\_

	9.00-9.10 Registration	9.10-10.25 Session 1	10.25- 10.40 Break	10.40-11.15 Session 2	11.15-12.15 Session3	12.15-1.15 Lunchtime	1.15-2.10 Session4	2.10- 2.25 Break	2.25-3.30 Session 5
<b>Monday</b>									
<b>Tuesday</b>									
<b>Wednesday</b>									
<b>Thursday</b>									
<b>Friday</b>									

# Sacred Heart



## Risk Assessment and Positive Handling Plan

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<b>Name of pupil:</b>	<b>Name of Teacher:</b> <small>(and the name of the person writing this plan if different)</small>
<b>Date of Birth:</b>	<b>Class / Tutor Group:</b>

**Date of plan:**  
This plan is a dynamic working document and should be reviewed regularly and updated whenever new or different behaviours become apparent or when other significant changes arise. But as a minimum annually. This plan must be made available and read by those people in contact with the individual.

# Identification and Assessment of Risk

## Why is it necessary to have a positive handling plan?

*(write a brief pen portrait of the individual)*

## Are there any conditional, medical or emotional considerations? (refer to EHCP, IEP etc)

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## Additional Advice: Other significant factors that may impact on behaviour to consider?

e.g. sleep patterns, hunger, illness, medication change, menstrual cycles, changes at home etc.

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## Where/when do the behaviours occur?

e.g. classroom, corridors, toilets, playground, hall, community, transport, during transitions, playtimes etc.

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## Who/what is affected by the risk/hazard/behaviour?

self		peers		staff		public		property	
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People in the home environment (identify them):

Specific Individuals (identify them):

## What are the known triggers?

Who, what, when, where? (What pushes their buttons?)

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## What are the warning signs?

How can you tell something is about to happen? What happens just before?

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## What purpose do the challenging behaviours serve?

Ask yourself: "What's that all about?" Why do they do that? What do they want to achieve?

### What do they want to gain?

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### What are they trying to avoid?

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## Hazard Identification and Risk Assessment

Write down all the behaviours they exhibit in the appropriate boxes below depending on the frequency they occur and the risk of harm/injury they present. Prioritize behaviours which happen often and pose most risk of harm/injury.

Prioritize an action plan for behaviours which occur in the darker boxes.		Risk of harm/injury		
		3 = Low risk of harm/minor injury	2 = Medium risk of harm/significant injury	1 = High risk of harm/serious injury
Likely frequency	C) Low = once or twice per month or less frequent			
	B) Medium = several times per week			
	A) High = likely to happen daily and often throughout the day			

# Risk Reduction Action Plan

Pupil's frame of mind and emotional state will have an impact on their level of receptive and expressive communication. This and their disability and/or learning difficulty must be taken into consideration when planning interventions to reduce the risk of behaviours which challenge.

## Motivators

What are they interested in? What do they like? Who do they like/get on with? What are they good at?

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## Avoidance strategies

Pro-active interventions to **prevent** risks occurring and strategies to promote alternative and more acceptable forms of behaviour by the individual as identified by the **Debrief/Follow up-stage 6**. (Include what strategies you've tried, what worked and what didn't work).

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## Early de-escalation (Stage 1 and 2 of a developing crisis.)-strategies to prevent crisis

Early interventions to manage and reduce risk. This may include Team Teach pre-emptive **Physical Interventions (in bold)**. These must be carried out by appropriately trained staff. Any action must be necessary, proportionate and reasonable. The decision to physically intervene has to be taken in the individual's best interest and be based on the need to reduce the risk of harm and prevent crisis.

- *E.g. Guide and steer with 'caring c's' away from trigger*

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## When in crisis (Stage 3) - Positive handling strategies

**Bold type** refers to Team Teach specific physical techniques including **Restrictive Physical Interventions (RPI)**. These must be carried out by appropriately trained staff. Any action must be necessary, proportionate and reasonable. The decision to physically intervene has to be taken in the individual's best interest and be based on the need to reduce the risk of harm and to bring the person out of crisis in order to calm the situation as soon as possible. **RPIs must** be recorded.

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## Recovery (Stage 4 - Recovery, Stage 5 - Depression) - Actions following crisis

What brings the individual down effectively from crisis? Where? Who with? With what? For how long? How do we monitor and prevent loop back into crisis?

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## De-brief structure (Stage 6- Follow up)- Where? Who with? When? How?

To include positive listening. Develop planned strategies to prevent reoccurrence/ modifying the challenging behaviour to something more acceptable with a reduced risk- **Avoidance strategies**. Consider de-brief for other pupils and staff etc. Are relationships damaged and need repairing?

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## RECORDING AND REPORTING REQUIRED

Records on any incident must be completed on that day, once everyone is calm. Record accurately and honestly using the Team Teach 'safe words' outlined in this plan.

**“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 of Team Teach Ltd)**

<b>Signature of Headteacher:</b>	<b>Date:</b>
<b>Signature of Parents:</b>	<b>Date:</b>
<b>Pupil’s thoughts and comments:</b>	
<b>Signature of Pupil:</b>	

<b>This document has been read by:</b>		
<b>Staff name</b>	<b>Date</b>	<b>Team Teach trained (yes or no)</b>



STEPS poster.docx



# STEPS

*Sir/Miss - use  
the adult's name*

*Thank you*

*Excuse me*

*Please*

*Smile!*



*Use the STEPS to success.*



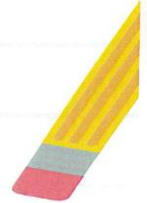
**SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY**

**S**IT UP



**L**ISTEN

**A**SK & ANSWER QUESTIONS



**N**EVER INTERRUPT

**T**RACK THE SPEAKER





# SACRED HEART CATHOLIC ACADEMY BEHAVIOUR LADDER



<p><b>Low level behaviours:</b></p> <ul style="list-style-type: none"> <li>• Talking when someone else is speaking.</li> <li>• Not listening.</li> <li>• Fiddling with objects</li> <li>• Insufficient classwork or homework</li> <li>• Incorrect uniform</li> <li>• Rough play</li> <li>• Pushing in the line</li> <li>• Not taking turns</li> <li>• Not standing still when the whistle is blown.</li> <li>• Answering back to staff</li> <li>• Disrespect to other students or adults</li> </ul>	Chance/Reminder
	Warning
	Reflection/Partial loss of playtime. Teacher informal meeting with parents.
	Complete reflection log Loss of lunchtime (partial) (apology letter/cards). Teacher informal meeting with parents.
<p><b>Serious unacceptable behaviour:</b></p> <ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Harassment</li> <li>• Antagonising behaviour</li> <li>• Bullying</li> <li>• Cyberbullying</li> <li>• Possession of legal or illegal drugs, alcohol or tobacco</li> <li>• Possession of banned items</li> <li>• Truancy</li> <li>• Refusing to comply with disciplinary sanctions</li> <li>• Theft</li> <li>• Swearing, racist remarks or threatening language</li> <li>• Fighting or aggression</li> <li>• Graffiti/purposeful damage to school property</li> <li>• Disruption on public transport</li> <li>• Physical assault on staff</li> </ul>	Loss of privileges at lunchtime. Teacher formal meeting with parents.
	See Phase Leader (Loss of play/lunch time, community pay back). Reflection sheet.
	See Assistant Head. Formal meeting with parents/letters sent home. Complete loss of play/lunch time. Reflection sheet.
	See Head Teacher Formal meeting with parents/letters sent home. Parents called into see Head Internal exclusions or other punishment as deemed fit.
	External exclusion.